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ABSTRACT

This paper extends a series of studies examining school district report cards, which began with investigations of Tennessee's report card data. Since 1988, the Texas State Board of Education has produced a report card on each school district to report district-level data. Texas district report card items were organized into student outcome indicators and demographic categories. The study used 10 of the 13 categories in the Texas Assessment of Academic Skills and the College Admissions Tests as the dependent variables representing student outcomes. Independent variables representing demographic items came from 73 items in 7 areas. How school district characteristics related to student outcomes, and their relative importance, and the categories that were strongly associated with student outcomes were studied, along with district accreditation status. Most categories on the Texas report card had little or no meaningful relationship to student outcomes. However, of the three with the most positive relationship, two, attendance and teacher turnover, can be addressed in school improvement efforts, although percentage of economically disadvantaged students, the third category, is not susceptible to school improvement efforts. The choice of statistical techniques used to examine complex relationships between student outcomes and related factors influenced the products of the examinations. In fact, the Texas report card, like those of some other states, does not include information on some of the most important factors influencing student performance. Eleven appendixes examine various statistical associations among dependent and independent variables. (Contains 10 tables, 30 appendix tables, 1 figure, and 18 references.) (SLD)

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TEXAS' HIGH SCHOOL REPORT CARDS ON SCHOOLS: WHAT PARENTS, EDUCATORS, OR POLICYMAKERS CAN GLEAN FROM THEM

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TEXAS' HIGH SCHOOL REPORT CARDS ON SCHOOLS: WHAT PARENTS, EDUCATORS, OR POLICYMAKERS CAN GLEAN FROM THEM

I. BACKGROUND

This paper extends some series of studies examining school district report cards. The investigations of 1988-89 Tennessee report card data explored the relationships among eight school district variables and the relationship between each variable and average student test scores at the school district level. In 1990-91, Tennessee began use of its new Tennessee Comprehensive Assessment Program (TCAP), thereby creating a new set of student outcome measures. The authors examined the relationships among 15 school district variables and the relationship between each variable and average student test scores at the school district. In addition, the 1990-91 and subsequent report cards report TCAP results at several grade levels within school districts (2-8, 10) making possible the study of relationships among school district characteristics and student outcomes at both school levels (*elementary, middle, secondary*) and at individual grade levels (*2nd, 3rd, 4th, etc.*). This data analysis made possible extensions of the 1988-89 report card studies and made possible a comparison of certain findings in the two sets of studies.

The 1992-93 Arkansas school district report cards are similar to Tennessee's school report cards for they both used and reported a norm-referenced national achievement test, and a criterion-referenced state-designed achievement test. The authors evaluated the Arkansas's 1992-93 school district data by examining the relationships among 17 demographic items with six outcome indicators (SAT8 25th Percentile, SAT8 50th Percentile, SAT8 75th Percentile, Average ACT, MPT 8th Grade Pass, MPT Student Pass Rate).

From 1993-95, the authors (French and Bobbett, 1993, 1994, and 1995) have been involved in several parallel studies investigating the categories and outcome indicators reported in different regions in The United States: in 11 Southeastern (1993), 10 Northeastern (1994), and 8 Western (1995-96) states. These studies compared five general areas including: (1) instruments used to measure student outcome, (2) student outcomes reported and the procedures for reporting them, (3) levels of outcome data reported, *i.e., district, school, grade level, classroom*, (4) school and community factors reported, and (5) statistical procedures used in evaluating the data.

II. SNAPSHOT '94

Beginning in 1988, Texas' State Board of Education produces a report card on each school district using data provided by the district and by the State Department of Education. The cards report district-level data, i.e., individual school data are not reported. Currently, a report card contains student outcome data (testing information) and other district data. The Texas State Department of Education provided a sample school district report card (a sample of 28 districts) including: Students (Table 1, p 3), TAAS and College Admissions Tests (Table 2, p 4), Staff (Table 3, p 5), Teachers (Table 4, p 6), Taxes and Revenues, and Fund Balances (Table 5, p 7), and Expenditures and Instructional Expenditures (Table 6, p 8). The authors organized Texas' report card items under two sections: (1) Student Outcome Indicators, and (2) Demographic Categories. The study used all outcome items with an "n" larger than 1046 and as the dependent variables. All items not directly related to student outcome were selected as the study's independent variables.

Texas' former Commissioner of Education, Dr. Lionel R. Meno, overviewed the *Snapshot '94's* purpose by stating:

> *Snapshot '94*, the seventh edition of this publication, provides information concerning students, student performance, staffing, and financing of Texas public schools. This annual summary is a useful tool for all individuals interested in evaluating the progress of Texas school districts toward providing an excellent and equitable education for all students.
>
> During the 1993-94 school year, Texas public school students showed performance gains on both the Texas Assessment of Academic Skills and college admission tests. However, much work remains to be done to close the gap in performance for economically disadvantaged and ethnic minority students. Closing this gap continues to be a primary focus for Texas educators.
>
> Over the last three years there has been increased flexibility for public schools to design programs to meet student needs. Along with this increase in local control comes the responsibility to implement local accountability systems to complement the state system. Each of us must take an active part in these endeavors. I encourage you to become familiar with the information contained in *Snapshot '94*. This material is essential to understanding the environment in which Texas educators perform, the progress they have made, and the work that remains to be done (emphasis added) (Snapshot '94, 1994, p i)

The introduction section of *Snapshot '94* states:

> . . . 1993-94 School District Profiles provide a detailed look at public education in the State of Texas for the 1993-94 school year. As diverse as the state itself, school districts in Texas exhibit extreme differences in almost every way: size, property wealth, percent of low-income students, and the ethnic composition of students and staff. *Snapshot '94* captures this diversity and provides readers with the basic information needed to assess the differences, and the strengths and weaknesses, among the various school systems.
>
> Published annually since 1987-88, *Snapshot '94* presents a variety of information in a consistent format. Changes in this edition are minor. Some changes are due to modifications in the student assessment program or to revisions in the data collection system. Others occurred in order to present items in a format consistent with their use in the 1994 accountability rating systems for Texas public schools and school districts. An evaluation form, located inside the front cover, provides an opportunity for readers to influence future editions. (emphasis added) (Snapshot '94, 1994, p 1)

III. TEXAS SCHOOL DISTRICT REPORT CARDS

Texas' State Board of Education produces a report card on each school district using data provided by the district and by the State Department of Education. The *Snapshot '94* organized the 87 items into nine areas including: (A) Students, (B) Texas Assessment of Academic Skills (TAAS), (C) College Admissions Tests, (D) Staff, (E) Teachers, (F) Taxes and Revenues, (G) Fund Balances, (H) Expenditures, and (I) Instructional Expenditures (see Figure 1). This study used 10 of the 13 categories in the "TAAS" and "College Admissions Tests" areas as the dependent variables representing student outcome. Note that % of Other Passing, % Tested, and % At or Above Criterion were not included as dependent variables. Seventy-three categories in the seven other areas were used as the study's independent variables representing demographic items. The data items are numbered to correspond with numbers used in the column headings. To ascertain data sources for these items, refer to Appendix A, which cross-references sources with the categories previously defined. The nine areas and corresponding categories are included in Figure 1.

DISTRICT DETAIL County Number, Name, Region, District Name, Co-op Status	1. ACCREDITATION STATUS	2. TOTAL NUMBER OF SCHOOLS	3. NUMBER OF REGULAR HIGH SCHOOLS	STUDENTS														
				4. TOTAL STUDENTS	5. 5 YR % CHANGE IN TOTAL STUDENTS	6. % AFRICAN AMERICAN	7. % HISPANIC	8. % WHITE	9. % OTHER	10. % ECONOMICALLY DISADVANTAGED	11. % SPECIAL EDUCATION	12. % BILINGUAL/ESL EDUCATION	13. % CAREER & TECHNOLOGY ED	14. % GIFTED & TALENTED ED	15. ATTENDANCE RATE	16. ANNUAL DROPOUT RATE 92-93 METHOD	17. NUMBER OF GRADUATES (CLASS OF 1993)
102 HARRISON Region 7																		
Elysian Fields M	AC	3	1	994	5.0	23	3	74	1	38.9	10	0	18	6	94.9	0.4	57
Hallsville F	AC	6	1	3,370	13.0	7	2	91	1	21.2	9	1	23	3	95.4	2.3	153
Harleton M	AC	3	1	549	7.6	8	0	91	0	36.4	11	0	11	8	95.4	0.4	30
Karnack M	AC	2	1	431	9.3	62	0	38	0	77.3	17	0	19	10	95.4	2.7	25
Marshall	AC	11	1	6,530	-2.9	47	4	49	0	40.6	9	2	19	3	94.4	2.4	311
Waskom M	AC	3	1	810	4.1	27	4	69	0	46.5	10	2	21	14	95.0	2.8	59
103 HARTLEY Region 16																		
Channing M	AC	1	0	139	6.1	0	17	83	1	59.0	16	3	26	8	96.3	0.0	7
Hartley M	AC	1	0	125	-1.6	0	7	93	0	46.4	8	2	22	19	96.4	0.0	13
104 HASKELL Region 14																		
Haskell Cons M	AC	2	1	787	6.6	8	34	58	1	56.5	21	2	21	11	97.1	0.3	37
Paint Creek M	RE	1	0	114	8.6	0	20	80	0	51.8	20	0	35	13	95.4	0.0	9
Rochester M	AC	1	0	204	17.9	7	38	55	0	64.7	20	11	34	6	94.2	3.9	6
Rule M	RE	1	0	188	6.5	3	25	72	0	42.6	17	2	33	12	96.5	1.0	12
105 HAYS Region 13																		
Dripping Springs M	AC	4	1	2,127	48.9	1	8	90	1	13.2	14	1	10	8	95.9	0.2	101
Hays Cons F	AC	8	1	4,844	19.2	2	37	60	0	33.3	13	3	13	10	95.4	1.8	251
San Marcos Cons	AC	9	2	6,441	6.9	4	61	34	0	49.6	12	13	15	7	94.6	1.8	302
Wimberley M	AC	3	1	1,192	34.5	1	5	95	0	19.0	18	0	12	10	96.1	0.6	56
106 HEMPHILL Region 16																		
Canadian M	AC	4	1	809	-1.7	0	19	81	0	30.2	14	7	14	6	96.5	1.3	51
107 HENDERSON Region 7																		
Athens	AC	6	1	3,395	3.4	18	12	70	0	35.6	8	7	13	5	95.6	2.9	173
Brownsboro F	AC	5	1	2,211	12.5	11	4	85	0	35.1	18	1	21	6	95.3	0.5	129
Cross Roads M	RE	3	1	539	4.5	1	1	96	2	36.4	18	0	18	7	94.8	1.4	42
Eustace M	AC	3	1	1,157	12.9	1	2	96	0	52.7	22	0	21	7	94.7	1.4	66
La Poynor M	AC	2	1	436	9.5	13	2	85	0	36.2	11	0	24	13	95.9	2.0	33
Malakoff M	AC	3	1	1,127	4.7	18	3	79	1	57.1	15	1	15	4	95.6	0.6	52
Murchison M	RE	1	0	134	8.8	0	3	96	1	36.6	23	0	0	9	96.7	0.0	n/a
Trinidad M	AC	1	0	252	8.2	18	7	75	0	48.4	13	0	14	9	95.9	1.9	13
108 HIDALGO Region 1																		
Donna	AC	11	1	8,836	34.3	0	98	2	0	83.0	8	51	9	5	94.2	1.4	235
Edcouch Elsa F	AC	6	1	4,347	14.1	0	99	1	0	87.4	7	52	14	9	95.1	2.8	186
Edinburg Cons	AC	23	2	17,688	20.3	0	95	5	0	79.7	10	41	14	4	94.8	2.5	744

"M" indicates that the district is a member of a special education cooperative. "F" indicates that it is the fiscal agent.
"?" indicates that data for this item fall outside a reasonable range.

TAAS — PERCENT OF STUDENTS PASSING FOR ALL GRADES COMBINED (SPRING 1994 TEST ADMINISTRATION)									COLLEGE ADMISSIONS TESTS (CLASS OF 1993)				County Number, Name, District Name
18. ALL TESTS TAKEN	19. READING	20. WRITING	21. MATHEMATICS	22. AFRICAN AMERICAN	23. HISPANIC	24. WHITE	25. OTHER	26. ECONOMICALLY DISADVANTAGED	27. PERCENT TESTED	28. PERCENT AT OR ABOVE CRITERION	29. SAT: MEAN TOTAL SCORE	30. ACT: MEAN COMPOSITE SCORE	
													102 HARRISON
50.8	76.7	77.9	55.3	30.0	64.3	55.9	LT5	38.5	64.6	8.3	LT5	19.0	Elysian Fields
63.3	78.9	81.8	69.8	38.0	30.8	65.7	54.5	42.1	63.9	13.9	869	19.6	Hallsville
63.5	85.6	92.6	69.8	54.2	LT5	64.3	LT5	61.5	82.1	7.1	LT5	18.7	Harleton
39.5	65.6	59.4	42.6	33.3	LT5	50.0	LT5	38.2	71.4	0.0	LT5	15.9	Karnack
44.3	68.9	73.8	48.7	26.5	26.9	60.7	60.0	28.3	53.0	12.5	874	20.4	Marshall
46.8	76.3	75.9	51.8	22.7	37.5	54.7	LT5	27.7	69.1	5.5	LT5	19.0	Waskom
													103 HARTLEY
59.4	82.3	75.0	62.9	LT5	70.0	58.5	LT5	42.9	57.1	0.0	n/a	18.8	Channing
71.4	85.5	86.4	76.4	LT5	LT5	72.7	LT5	58.6	84.6	23.1	LT5	21.1	Hartley
													104 HASKELL
69.2	86.1	82.5	76.2	41.2	46.5	79.9	LT5	51.4	90.9	9.1	LT5	19.2	Haskell Cons
58.5	87.5	90.0	65.0	LT5	30.0	67.7	LT5	35.0	28.6	0.0	n/a	LT5	Paint Creek
49.3	67.2	88.5	56.5	LT5	46.4	52.6	LT5	45.2	80.0	20.0	n/a	LT5	Rochester
69.5	89.0	90.0	76.8	LT5	50.0	77.0	LT5	60.0	72.7	18.2	LT5	21.8	Rule
													105 HAYS
72.3	93.1	91.4	73.9	LT5	47.8	74.4	33.3	65.9	79.1	28.6	925	22.8	Dripping Springs
58.2	79.3	83.2	62.5	48.9	37.3	69.8	85.7	38.5	58.7	13.3	865	19.4	Hays Cons
51.4	74.4	73.6	56.1	34.7	38.1	75.6	88.9	35.2	70.9	18.1	900	20.2	San Marcos Cons
77.7	94.3	92.8	80.6	LT5	57.1	78.1	LT5	60.0	62.3	28.3	977	22.2	Wimberley
													106 HEMPHILL
84.9	92.4	94.4	89.7	LT5	72.3	87.0	LT5	77.8	100.0	27.1	1,003	20.9	Canadian
													107 HENDERSON
51.1	71.3	76.6	56.0	23.3	25.0	60.3	LT5	26.0	43.9	11.0	950	20.1	Athens
63.7	82.4	86.2	68.8	35.4	45.0	67.1	LT5	58.1	41.1	9.3	896	19.2	Brownsboro
72.7	90.6	95.2	75.2	LT5	LT5	73.0	LT5	63.3	50.0	2.9	LT5	19.1	Cross Roads
61.7	83.9	88.9	66.1	60.0	37.5	62.1	LT5	56.7	26.8	8.9	965	21.9	Eustace
40.0	66.5	80.0	45.7	10.0	LT5	43.4	LT5	35.4	48.4	6.5	LT5	20.2	La Poynor
55.0	79.0	85.7	59.0	28.8	85.7	60.2	LT5	46.1	35.0	5.0	LT5	19.7	Malakoff
68.8	82.8	100.0	68.9	LT5	LT5	69.4	LT5	63.2	n/a	n/a	n/a	n/a	Murchison
44.0	69.4	60.5	49.5	23.5	LT5	51.3	LT5	29.8	36.4	0.0	LT5	LT5	Trinidad
													108 HIDALGO
31.2	52.7	56.0	38.5	LT5	30.5	56.9	LT5	29.2	93.4	3.9	762	16.8	Donna
48.4	69.4	69.7	56.2	LT5	48.0	81.3	LT5	46.2	59.4	2.9	908	16.6	Edcouch Elsa
49.3	73.9	74.4	53.4	50.0	47.6	72.7	88.9	43.7	66.6	6.2	848	17.3	Edinburg Cons

"LT5" indicates that more than zero, but less than five students were in this category; therefore, results are masked to protect the students' anonymity.
"n/a" indicates "not applicable" or "not available."

County Number, Name, Region, District Name, Co-op Status		STAFF														
		31 TOTAL STAFF FTE	32 TOTAL TEACHER FTE	33 % CENTRAL ADMINISTRATIVE	34 % CAMPUS ADMINISTRATIVE	35 % PROFESSIONAL SUPPORT STAFF	36 % TEACHERS	37 % EDUCATIONAL AIDES	38 % AUXILIARY STAFF	39 AVERAGE CENTRAL ADMINISTRATIVE SALARY	40 AVERAGE CAMPUS ADMINISTRATIVE SALARY	41 AVERAGE PROFESSIONAL SUPPORT STAFF SALARY	42 AVERAGE TEACHER SALARY	43 % MINORITY	44 RATIO OF STUDENTS TO TOTAL STAFF	45 RATIO OF STUDENTS TO TEACHERS
102 HARRISON	Region 7															
Elysian Fields	M	113	64	4	3	3	56	4	30	37,199	41,169	30,600	28,075	24	8.8	15.6
Hallsville	F	386	219	2	2	5	57	9	25	54,797	44,156	32,816	29,228	8	8.7	15.4
Harleton	M	78	41	1	3	6	53	9	28	47,500	40,668	30,374	26,554	10	7.0	13.3
Karnack	M	57	38	7	5	6	66	16	0	39,016	35,382	29,804	24,822	44	7.6	11.4
Marshall		773	372	1	3	6	48	15	28	55,147	43,141	34,305	27,075	40	8.5	17.6
Waskom	M	108	61	2	2	4	56	4	32	45,036	41,229	28,750	28,479	24	7.5	13.3
103 HARTLEY	Region 16															
Channing	M	25	15	4	4	1	61	10	20	46,700	41,740	18,300	26,622	4	5.6	9.3
Hartley	M	27	16	4	0	1	60	8	28	48,000	0	20,089	25,450	4	4.7	7.8
104 HASKELL	Region 14															
Haskell Cons	M	107	60	2	3	3	56	7	28	45,980	37,832	28,174	25,978	11	7.3	13.1
Paint Creek	M	26	14	3	5	3	54	11	23	45,001	32,620	28,325	23,309	0	4.4	8.1
Rochester	M	36	18	2	2	2	52	14	27	44,200	33,280	28,733	24,126	20	5.7	11.1
Rule	M	40	22	4	3	2	54	13	26	43,699	35,254	34,234	26,864	7	4.7	8.7
105 HAYS	Region 13															
Dripping Springs	M	275	145	1	2	4	53	10	30	49,902	47,590	35,435	26,828	10	7.7	14.7
Hays Cons	F	633	296	1	3	9	47	6	35	65,768	45,222	33,929	27,854	26	7.6	16.3
San Marcos Cons		859	442	2	2	7	52	8	30	46,081	47,333	34,165	27,416	40	7.5	14.6
Wimberley	M	148	81	1	3	5	55	8	28	61,975	42,826	29,530	27,766	3	8.0	14.6
106 HEMPHILL	Region 16															
Canadian	M	121	70	1	4	4	58	5	28	60,800	44,705	34,806	31,658	6	6.7	11.6
107 HENDERSON	Region 7															
Athens		415	213	1	3	5	51	9	30	58,725	40,828	31,637	26,403	17	8.2	15.9
Brownsboro	F	259	138	1	3	4	53	12	27	51,192	42,507	30,132	26,382	16	8.5	16.0
Cross Roads	M	73	39	1	3	2	54	8	31	58,490	37,765	27,919	25,930	1	7.4	13.7
Eustace	M	141	73	2	4	6	52	12	24	34,209	40,155	30,604	25,276	0	8.2	15.8
La Poynor	M	60	35	5	3	4	58	7	23	44,540	43,500	27,666	25,796	3	7.2	12.5
Malakoff	M	142	73	3	2	3	51	12	29	36,112	39,587	26,870	24,005	17	7.9	15.5
Murchison	M	21	12	5	0	6	57	10	23	40,960	0	?	23,446	0	6.4	11.2
Trinidad	M	39	22	5	3	2	57	15	18	36,750	38,000	24,983	24,112	8	6.4	11.3
108 HIDALGO	Region 1															
Donna *		1,371	539	1	1	6	39	19	34	49,514	50,671	36,719	28,214	87	6.4	16.4
Edcouch Elsa	F	592	260	1	2	6	44	16	31	52,631	42,517	36,749	29,674	96	7.3	16.7
Edinburg Cons		2,523	1,086	0	1	7	43	17	31	62,543	46,907	37,759	29,575	89	7.0	16.3

'M' indicates that the district is a member of a special education cooperative. 'F' indicates that it is the fiscal agent.
'?' indicates that data for this item fall outside a reasonable range.

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TEACHERS															
46. % TEACHERS WITH 1 OR MORE PERMITS	47. % WITH 5 OR FEWER YEARS EXPERIENCE	48. AVERAGE YEARS OF EXPERIENCE	49. % WITH ADVANCED DEGREES	50. TEACHER TURNOVER RATE	51. % AFRICAN AMERICAN	52. % HISPANIC	53. % WHITE	54. % OTHER	55. % REGULAR EDUCATION	56. % SPECIAL EDUCATION	57. % COMPENSATORY EDUCATION	58. % BILINGUAL/ESL EDUCATION	59. % CAREER & TECHNOLOGY ED.	60. % OTHER EDUC. (INCLUDES G&T)	County Number, Name, District Name
															102 HARRISON
0.0	17.3	14.7	40.9	8.3	13	0	87	0	79	8	7	0	2	4	Elysian Fields
0.5	20.5	13.0	46.1	6.9	3	0	96	0	79	8	3	1	6	3	Hallsville
0.0	19.4	12.9	33.4	10.0	7	0	93	0	78	8	8	0	5	1	Harleton
2.6	31.8	10.5	31.8	20.8	42	0	58	0	79	9	5	0	6	1	Karnack
0.3	26.9	13.2	38.5	10.2	29	1	70	0	76	7	8	0	5	3	Marshall
0.0	17.8	13.8	42.8	21.2	20	0	80	0	77	6	11	0	5	1	Waskom
															103 HARTLEY
0.0	46.7	12.2	23.3	26.1	0	0	100	0	90	2	0	0	8	0	Channing
12.5	25.0	12.4	31.2	6.7	0	0	100	0	88	6	0	0	6	0	Hartley
															104 HASKELL
3.3	26.6	13.4	19.1	6.5	2	0	98	0	75	10	9	0	5	1	Haskell Cons
0.0	49.4	9.1	22.1	25.4	0	0	100	0	75	5	12	0	8	1	Paint Creek
21.7	48.9	10.1	2.3	28.3	5	0	95	0	65	7	14	2	11	1	Rochester
4.6	18.6	14.8	32.5	0.0	0	0	100	0	75	9	5	0	9	2	Rule
															105 HAYS
5.5	30.3	10.8	21.5	17.0	1	4	95	0	81	12	1	0	2	3	Dripping Springs
2.2	29.4	11.4	25.1	7.8	1	7	92	0	73	8	5	3	3	7	Hays Cons
2.7	28.4	11.1	30.8	9.0	2	20	78	0	75	12	4	1	3	5	San Marcos Cons
0.0	25.7	12.2	25.2	8.5	0	2	98	0	80	11	3	0	3	3	Wimberley
															106 HEMPHILL
0.0	11.3	15.8	31.2	9.0	0	0	100	0	76	6	9	3	4	1	Canadian
															107 HENDERSON
3.8	29.5	12.3	22.8	12.3	9	0	89	1	83	8	1	2	4	2	Athens
5.1	33.0	11.5	27.2	8.4	11	1	88	0	77	14	4	0	5	0	Brownsboro
7.6	27.9	12.2	21.5	5.6	0	0	100	0	76	8	10	0	5	1	Cross Roads
6.8	43.6	10.3	23.7	18.9	0	0	100	0	71	12	10	0	4	3	Eustace
2.9	34.3	15.3	28.6	19.8	3	0	97	0	85	7	4	0	4	0	La Poynor
16.5	42.5	11.2	22.7	24.3	10	1	89	0	77	10	7	1	3	3	Malakoff
0.0	41.7	9.8	0.0	27.3	0	0	100	0	85	8	7	0	0	0	Murchison
0.0	57.9	8.9	37.6	18.8	4	0	96	0	78	7	6	0	7	1	Trinidad
															108 HIDALGO
12.5	44.1	8.9	10.1	16.9	0	73	25	1	54	6	4	28	3	5	Donna
19.5	34.1	10.3	7.3	10.7	0	92	8	0	75	7	9	2	5	3	Edcouch Elsa
6.1	32.8	11.0	14.0	12.4	0	80	20	0	47	10	14	20	5	4	Edinburg Cons

County Number, Name, Region, District Name, Co-op Status		TAXES AND REVENUES								FUND BALANCES		EXPENDITURES
		61. TAXABLE VALUE PER PUPIL	62. EQUALIZED TOTAL TAX RATE	63. STATE AID PER PUPIL	64. TOTAL REVENUE	65. TOTAL REVENUE PER PUPIL	66. % STATE	67. % LOCAL AND OTHER	68. % FEDERAL	69. FUND BALANCE (END OF 93)	70. % FUND BALANCE (OF 93-94 BUDGET)	71. TOTAL EXPENDITURES
102 HARRISON	Region 7											
Elysian Fields	M	184,048	1.128	2,091	4,092,909	4,118	44	50	7	1,597,968	44	4,618,740
Hallsville	F	320,949	1.377	308	16,113,986	4,782	6	90	3	2,307,578	18	15,364,003
Harleton	M	124,416	1.304	3,605	2,850,088	5,191	59	34	7	2,011,805	78	2,891,665
Karnack	M	164,222	1.219	3,428	2,910,948	6,754	56	32	13	310,803	13	2,879,735
Marshall		173,258	1.106	1,665	28,461,098	4,359	43	46	11	7,703,848	33	28,525,994
Waskom	M	168,503	1.342	2,171	4,270,275	5,272	42	55	3	512,508	14	4,156,380
103 HARTLEY	Region 16											
Channing	M	552,326	1.150	678	971,882	6,992	8	87	5	1,313,016	125	1,106,209
Hartley	M	285,947	1.500	2,613	934,007	7,472	30	64	7	237,933	26	1,011,688
104 HASKELL	Region 14											
Haskell Cons	M	107,275	1.227	3,638	4,171,203	5,300	65	26	8	2,026,026	55	4,128,842
Paint Creek	M	338,013	1.228	3,150	947,391	8,310	44	52	4	296,764	34	970,432
Rochester	M	132,718	1.300	600	1,096,416	5,375	57	33	10	290,078	33	1,004,427
Rule	M	201,991	1.278	317	1,746,064	9,288	63	30	7	716,319	47	1,691,250
105 HAYS	Region 13											
Dripping Springs	M	153,693	1.374	2,345	10,243,515	4,816	48	50	3	1,995,749	31	8,550,383
Hays Cons	F	103,457	1.474	3,226	25,014,500	5,164	62	33	5	1,175,871	6	25,757,229
San Marcos Cons		128,577	1.550	2,535	32,336,285	5,020	49	42	9	2,138,049	8	33,541,356
Wimberley	M	253,055	1.657	1,286	5,983,629	5,020	17	81	2	1,339,566	26	6,738,629
106 HEMPHILL	Region 16											
Canadian	M	588,899	1.369	318	5,660,750	6,997	5	94	2	1,698,714	25	5,484,294
107 HENDERSON	Region 7											
Athens		146,101	1.431	1,977	15,365,739	4,526	45	48	7	900,197	7	15,332,507
Brownsboro	F	142,512	1.213	2,498	10,282,198	4,650	52	43	6	4,718,586	57	9,933,413
Cross Roads	M	197,190	1.475	2,363	3,001,714	5,569	41	57	3	620,598	26	3,073,237
Eustace	M	169,566	1.235	2,427	5,225,823	4,517	46	47	7	1,853,625	42	5,120,375
La Poynor	M	417,611	1.173	433	2,344,275	5,377	10	84	6	965,596	42	2,546,163
Malakoff	M	254,364	1.083	1,466	5,370,599	4,765	32	59	9	732,949	18	4,810,445
Murchison	M	162,789	1.440	3,576	812,256	6,062	52	42	6	276,283	38	812,255
Trinidad	M	144,792	1.347	3,504	1,305,352	5,180	53	40	7	707,871	59	1,325,134
108 HIDALGO	Region 1											
Donna		34,361	1.202	3,710	40,385,198	4,571	74	10	16	12,322,108	35	42,641,890
Edcouch Elsa	F	21,992	1.258	4,157	22,011,462	5,064	75	6	19	8,386,473	36	28,196,241
Edinburg Cons		79,540	1.256	3,405	89,825,801	5,078	65	21	14	15,679,194	20	95,668,886

'M' indicates that the district is a member of a special education cooperative. 'F' indicates that it is the fiscal agent.
'/' indicates that data for this item fall outside a reasonable range.

EXPENDITURES								INSTRUCTIONAL EXPENDITURES								
72. % INSTRUCTIONAL	73. % CENTRAL ADMINISTRATIVE	74. %CAMPUS ADMINISTRATIVE	75. % PLANT SERVICES	76. % OTHER OPERATING	77. % NON-OPERATING	78. TOTAL OPERATING EXPENDITURES	79. TOTAL OPERATING EXPENDITURES PER PUPIL	80. TOTAL INSTRUCTIONAL EXPENDITURES	81. TOTAL INSTRUCTIONAL EXPENDITURES PER PUPIL	82. % REGULAR EDUCATION	83. % SPECIAL EDUCATION	84. % COMPENSATORY EDUCATION	85. % BILINGUAL/ESL EDUCATION	86. % CAREER & TECHNOLOGY ED.	87. % GIFTED & TALENTED ED.	County Number, Name, District Name
47	8	4	8	15	18	3,801,339	3,824	2,186,638	2,200	71	9	15	0	3	3	102 HARRISON
45	9	4	9	15	18	12,601,431	3,739	6,879,565	2,041	88	0	7	0	5	1	Elysian Fields
54	6	7	8	16	9	2,622,757	4,777	1,559,963	2,841	74	8	14	0	3	1	Hallsville
46	11	6	7	16	14	2,474,556	5,741	1,330,185	3,086	44	13	36	0	6	1	Harleton
52	7	5	9	17	10	25,568,232	3,916	14,888,209	2,280	70	11	12	0	5	1	Karnack
56	9	5	9	16	7	3,875,397	4,784	2,308,690	2,850	95	0	4	0	2	0	Marshall
																Waskom
47	14	5	10	13	11	985,809	7,092	516,066	3,713	85	2	5	0	8	0	103 HARTLEY
52	13	5	13	13	4	967,132	7,737	527,100	4,217	78	8	5	0	7	2	Channing
																Hartley
54	7	6	10	15	7	3,828,368	4,865	2,244,633	2,852	64	14	14	1	6	0	104 HASKELL
50	12	7	13	16	3	941,207	8,256	488,343	4,284	59	9	23	1	7	1	Haskell Cons
57	14	3	9	15	2	984,265	4,825	576,617	2,827	63	11	16	0	8	2	Paint Creek
43	10	3	4	8	32	1,145,550	6,093	723,437	3,848	66	10	13	0	9	0	Rochester
																Rule
38	7	6	10	18	21	6,717,153	3,158	3,214,867	1,511	68	17	9	0	5	1	105 HAYS
46	6	4	10	16	17	21,352,087	4,408	11,936,452	2,464	73	15	7	0	4	1	Dripping Springs
50	8	4	8	15	15	28,648,916	4,448	16,785,167	2,606	59	10	18	7	5	1	Hays Cons
45	7	4	8	12	24	5,115,616	4,292	3,037,022	2,548	77	13	5	0	2	3	San Marcos Cons
																Wimberley
52	7	6	12	16	7	5,080,664	6,280	2,849,204	3,522	86	5	4	1	3	1	106 HEMPHILL
																Canadian
50	8	5	8	15	14	13,109,617	3,861	7,687,238	2,264	65	12	12	1	4	5	107 HENDERSON
48	8	4	9	16	16	8,354,155	3,778	4,762,963	2,154	94	1	5	0	1	0	Athens
44	9	6	8	16	18	2,526,581	4,688	1,362,986	2,529	73	10	9	0	6	2	Brownsboro
49	7	6	7	18	13	4,457,458	3,853	2,525,526	2,183	67	15	12	0	4	1	Cross Roads
57	12	4	7	15	5	2,415,548	5,540	1,441,217	3,306	78	8	9	0	5	0	Eustace
50	9	4	12	18	7	4,489,048	3,983	2,404,733	2,134	72	10	12	0	4	1	La Poynor
53	13	0	8	11	15	688,960	5,141	429,144	3,203	74	16	9	0	0	0	Malakoff
54	10	5	11	16	4	1,265,543	5,022	718,201	2,850	67	7	16	0	8	2	Murchison
																Trinidad
51	11	4	8	21	4	40,737,303	4,610	21,960,030	2,485	62	8	22	4	4	1	108 HIDALGO
39	5	2	7	14	32	19,100,203	4,394	11,137,336	2,562	60	7	23	4	5	2	Donna
52	6	3	8	19	11	85,066,986	4,809	50,084,656	2,832	51	11	15	17	5	1	Edcouch Elsa
																Edinburg Cons

A. Students

1. Accreditation Status
2. Total Number of Schools
3. Number of Regular High Schools
4. Total Students
5. 5 Yr % change in total students
6. % African American
7. % Hispanic
8. % White
9. % Other
10. % Economically Disadvantaged
11. % Special Education
12. % Bilingual/ESL Education
13. % Career & Technology Ed.
14. % Gifted & Talented Ed.
15. Attendance Rate
16. Annual Dropout Rate
17. Number of Graduates

B. Texas Assessment of Academic Skills (TAAS)

18. % Passing All Tests
19. % Passing Reading
20. % Passing Writing
21. % Passing Mathematics
22. % African Americans Students Passing
23. % Hispanic Students Passing
24. % White Students Passing
25. % Other Students Passing
26. % Economically Disadvantaged Students
27. Percent Tested
28. % at or above Criterion

C. College Admissions Tests

29. SAT: Mean Total Score
30. ACT: Mean Composite Score

D. Staff

31. Total Staff FTE
32. Total Teacher FTE
33. % Central Administrative
34. % Campus Administrative
35. % Professional Support Staff
36. % Teachers
37. % Educational Aides
38. % Auxiliary Staff
39. Average Central Administrative Salary
40. Average Professional Support Staff Salary
41. Average Professional Support Staff Salary
42. Average Teacher Salary
43. % Minority
44. Ratio of Students to Total Staff
45. Ratio of Students to Teachers

E. Teachers

46. % Teachers with 1 or More Permits
47. % with 5 or Fewer Years Experience
48. Average Years of Experience
49. % With Advance Degrees
50. Teacher Turnover Rate
51. % African American
52. % Hispanic
53. % White
54. % Other
55. % Regular Education
56. % Special Education
57. % Compensatory Education
58. % Bilingual/ESL Education
59. % Career & Technology Ed.
60. % Other Education. (Includes G&T)

F. Taxes and Revenues

61. Taxable Value Per Pupil
62. Equalized Total Tax Rate
63. State Per Pupil
64. Total Revenue
65. Total Revenue per Pupil
66. % State
67. % Local and Other
68. % Federal

G. Fund Balances

69. Fund Balance
70. % Fund Balance (or 93-94 budget)

H. Expenditures

71. Total Expenditures
72. % Instructional
73. % Central Administrative
74. % Campus Administrative
75. % Plant Services
76. % Other Operating
77. % Non-operating
78. Total Operating Expenditures
79. Total Operating Exp. per Pupil

I. Instructional Expenditures

80. Total Instructional Expenditures
81. Total Instructional Expend. per pupil
82. % Regular Education
83. % Special Education
84. % Compensatory Education
85. % Bilingual/ESL Education
86. % Career & Technology Ed.

Figure 1. Texas' Snapshot' 94 nine areas and corresponding categories (see Appendix A for complete definitions)

IV. METHODOLOGY

Investigators used the 1993-94 Texas school district report card data for the study. The study's 10 student outcomes were used in these analyses (see Figure 1, Subpart B). The following research questions guided the study:

1. How do school district characteristics currently reported in the Texas report cards relate to reported student outcomes, using univariate (Pearson Product Moment correlation) analysis?

2. What categories, using univariate analysis, strongly associate with student outcomes as a whole (as opposed to the 10 different outcome indicators individually)?

3. Do the report card characteristics appear to represent all or most of the factors which relate to student outcomes?

4. How do school district characteristics currently reported in the Texas report cards relate to the reported student outcomes, using multivariate analysis?

5. How statistically complex are the categories that were identified as having a very strong relationship to student outcomes?

6. How does the district's accreditation status relate to student outcomes?

7. After eliminating the overlap between the 73 independent variables and the 10 dependent variables, what approximate weights can be assigned to the variables with the greatest and smallest association with student outcomes?

Investigators treated student outcome data (test data) as the dependent variable and other data as independent variables that influence student outcomes. A composite of all school districts in Texas (n=1046) was produced. Several analyses were conducted. The study used the .05 level of significance in all statistical testings.

To answer question #1, the researchers used the Pearson Product Moment correlation "trend-line" analysis to assess the relationships between each of the 73 reported characteristics and each of the 10 school district's student outcomes. A *coefficient of determination* (r^2) showed the levels of interaction between categories and each of the 10 outcome dependent variables. The following relationships were examined: general, positive, negative, neutral, and extreme.

Research question #2 required no further statistical analysis. The correlation "r" among the 10 outcome variables was averaged and the items with the largest interactions ($r \geq .200$) were identified.

To respond to question #3, exploratory multiple regression was used to examine the cumulative variance among the independent variables for each of the 10 outcome variables.

Research question #4 required no further statistical analysis. Using multivariate analysis, the collective relationships among the 73 categories were compared to each of the 10 outcome indicators. Relationships were organized into three categories: (1) strong = 5 to 9 significant associations between

the 10 outcome indicators and each of the seven report card areas; (2) moderate = 3 to 4 significant relationships; and (3) no relationship = 0 to 2 significant relationships. Next, specific categories with the strongest association to the 10 outcome indicators were identified.

For research question #5, the earlier Pearson Product Moment analysis was used to compare the positive and negative associations between the four categories with the most consistent association with student outcomes (i.e., ≥7 out of 10 significant relationships) and the other 72 categories.

To answer question #6, z-scores were developed for the 10 outcome indicators. Z-score analysis was developed for each of Texas' four accreditations and then examined. Next, the Snapshot '94 relating to outcome (Table 2, p 4) was compared to the study's z-score analysis for the same district.

Research question #7 was answered by computing correlations among independent variables. A coefficient of determination (r^2) showed the levels of interaction between independent variables.

V. FINDINGS

Findings of the study are reported in two areas: (A) descriptive analysis of school districts and (B) responses to the research questions.

A. Descriptive Analysis of School Districts

1. The 1993-94 Profile of Texas (TX) 1046 School Districts

A profile of Texas (TX) school districts (n=1046) by Report Card category was developed (see Appendix B). For each category, the number of schools submitting data, mean score (M), standard deviation (SD), and minimum, maximum, and range were compiled.

a. Outcome Data (TAAS and College Admissions Test Areas)

Of the 1046 TX districts, 1044 districts provided All Tests, Reading, and Mathematics data, and 1033 provided Writing data (see Appendix B). When TAAS was examined by race, 593 districts provided African American outcome data, 886 districts provided Hispanic data, 1030 provided White data, and 270 districts provided Other outcome data. About 1034 districts provided Economically Disadvantaged outcome data, 684 districts provided SAT data, and 834 provided ACT mean data. The TAAS district **Total Test** mean (M=58) was lower than the TAAS subskills scores of **Reading**, **Writing**, and **Mathematics** (M=79, 82, 63, respectively). These four outcome item's wide ranges (77, 80, 61, and 77, respectively) along with their small deviations (12, 10, 10, and 12, respectively) reflect more than 3 standard deviations between the top and bottom districts' TAAS scores. When the TAAS item mean scores were examined by race, African American (M=34) and Hispanic (M=45) means were lower than White (M=66) and Other (M=69) means. The ranges (Range=100, 100, 80, and 83, respectively) and respective standard deviation analysis (SD=14, 14, 11, and 17, respectively) reflected more than 3 standard deviations between the district's top and bottom scores.

Texas' mean district **SAT** score was 867: the lowest district averaged about 601 and the top district averaged about 1131. The range of 530 between the top and bottom districts suggested 3-plus standard deviations (SD=72) between the top and bottom district. Texas' district **ACT** mean score was 19.8. The range between the top (M=25) and bottom (M=14) district's ACT mean scores and respective standard deviation analysis (SD=1.6) reflected 3-plus standard deviations between the top and bottom district's mean ACT score.

b. **Demographic Data (Independent variables)**

The 73 demographic items are organized into seven areas which include:

i. **Students** All 1046 districts provided total number of schools; number of high schools; number of students; 5 year percent change in students; percent African American students; percent Hispanic students; percent White students; percent Other students; percent economically disadvantaged students; percent special education students; percent bilingual students; percent career/technology education students; percent gifted and talented students; and percent attendance—14 of 16 items (Appendix B). About 1022 districts provided percent dropout and 966 provided number of graduates (see items 2-17). The average Texas district has 6 schools, 1 high school, 3,443 students, and an 8% change in students every 5 years. Ethnically, the average district consists of 8% African American, 25% Hispanic, 66% White, and 1% other. Typically, 45% of the students are classified as economically disadvantaged, 13% are special education, and 5% are classified as bilingual. About 17% participate in career and technology education, and 8% participate in gifted and talented education. The average district has a 96% attendance rate, 2% dropout rate, and 166 graduates. The ranges and standard deviations for the items in the Students areas reflected more than 3 standard deviations between the top and bottom districts. At the bottom level of the range, one or more districts reflected only one school; no high school; as few as three students; and reflected no African American, Hispanic, White, or other students. In addition, one or more districts reported no economically disadvantaged, special education, bilingual, career and technology education, gifted and talented education students, a low of 88% attendance, zero percent dropout, and no graduates. At the high end of the spectrum, one district had 256 schools, 32 high schools, 200,445 students, and a 138% 5 year change in students. One or more districts reflected a high of 87% African American, 100% Hispanic, 100% White, and 21% other. One or more districts students are 100% economically disadvantaged, 46% receive special education, 80% are bilingual, 75% participate in career and technology education, and 28% receive gifted and talented education. One district reflected a 99.7% attendance, a 10% dropout, and graduated 6,773 students.

ii. **Staff** All 1046 districts reported total FTE; total teacher FTE; and percent central administration, campus administration, professional staff, teachers, education aides, auxiliary staff, and minority data. About 1044 districts provided mean central administrative salary and mean campus administrative salary; 1045 districts provided mean teacher salary; and 1027 provided mean professional support staff salary. The typical Texas district averaged a total of 415 FTEs and 217 total teacher FTE. The typical district's staff consisted of 2% central administration, 3% campus administration, 4% professional staff, 54% teachers, 10% educational aides, and 27% auxiliary staff. The average district reflected about 18% minority, had a student-staff ratio of 7.3, and a student-teacher ratio of 13.5.

Minimum, maximum, and ranges for staff items were examined. From the minimum perspective, one or more districts reflected.1 total FTE, 1 total teacher FTE, and "zero" percent central administration, campus administration, professional staff, educational aides, auxiliary staff, or minority staff. One or more districts reflected no expenditure on central administrative salary, campus salary, and professional staff salary supplement, and paid an average per teacher salary of $17,822. One or more districts reflected a "zero" percent minority, had as small as a 1.9 student-staff ratio, and 3.5 student-teacher

ratio. At the other end of the continuum (maximum perspective), one district had 21,271 total FTE and 11,422 total teacher FTE. One or more districts reflected as much as 13% central administration, 7% campus administration, 21% professional staff, 87% teachers, 39% educational aides, 50% auxiliary staff, and 98% minority. In one or more districts, the top average salary for central administration was $88,959, $62,441 for campus administration, $49,770 for average professional support staff, and $40,000 for teachers. One district reported a student-staff ratio of 25.5, and a student-teacher ratio of 44.9. When the standard deviations and ranges were examined, the analysis showed 3-plus standard deviations between the top and bottom districts for all staff items.

iii. **Teachers** Every Texas district reported all items grouped in the Teachers area. The average district had 4.3% teachers with 1 or more permits, 33% with 5 or more years experience, an average of 11 years of teaching experience, 24% earned advanced degrees, and 15% teacher turnover rate. The average district had 2.8% African American teachers, 7.4% Hispanic, 89.5% white, and 0.3 "Other" teachers. In the typical district, 77% were classified as regular education, 7.9% special education, 5.7% compensatory education, 2.2% bilingual education, 4.8% career and technology education, and 2.5% other education (includes gifted and talented).

When minimums were examined, one or more districts had no teachers with one or more permits, no teachers with 5 or more years experience, or advanced degrees, and no teacher turnover rate. One or more districts reported "zero" African American, Hispanic, and other teachers, while another district reported a low of 3% white teachers. Regarding teacher classification, one district had as few as 39% regular teachers, and "zero" special education, compensatory education, bilingual/ESL education, career and technology education and other education. The district highs for teacher data suggested that one or more districts reported 49% teachers with one or more permits, 100% with 5 years experience, 17.6 average years of experience, and 100% with advanced degrees and teacher turnover rate. One or more districts reported 89% African American, 97% Hispanic, 100% White, and 20% "other" teachers. The district's teacher classifications suggested that one or more districts reported 100% regular education teachers, 54% special education, 38% compensatory education, 44% bilingual education, 23% career and technology education, and 19% "other" education. The standard deviations and ranges showed 3-plus standard deviations between the top and bottom districts for all teacher items.

iv. **Taxes and Revenues** In the Taxes and Revenues area, 1046 districts reported tax/pupil, equalized total tax rate, and state aid per pupil; 1044 districts reported total revenue and total revenue/pupil; and 1043 districts reported % state, % local and other, and % federal data. The average district showed a taxable value per pupil of $233,359; reflected a 1.3 equalized tax rate; and averaged $2,580 state aid per pupil, $16,570,000 total revenue, and $5,667 total revenue per pupil. The average district was funded 48.3% from the state, 44.8% from local and other, and 6.9% from federal funding.

One or more districts reported "zero" tax per pupil, equalized total tax rate, and averaged $87 state aid per pupil, $92,347 total revenue, and $1,402 total revenue per pupil. One or more districts reported 1% taxes and revenues from the state, 2% from the local and other, and 0% from the federal government. At the other end of the spectrum, one district reported a $5,948,526 tax per pupil, 2.0 equalized tax rate, $8,186 state aid per pupil, $934,750,258 in total revenue, and $51,462 in total

revenue per pupil. One or more districts reported 90% state funding, 99% from local and other taxes and revenues, and 47% from federal funding. When the standard deviations and ranges were collectively examined, the analysis reflected 3-plus standard deviations between the top and bottom districts for all taxes and revenues items.

v. **Fund Balances** All 1046 districts reported **Fund Balances** items. The average district reported $2,591,882 fund balance and a 30.8% fund balance. One district reported a negative $1,155,214 fund balance and a negative 16% fund balance. At the top of the spectrum, another reported a positive $95,561,324 fund balance and a 157% fund balance. The standard deviations and ranges showed 3-plus standard deviations between the top and bottom districts for all fund balance items.

vi. **Expenditures (General)** Of 1046 districts, 1045 reported all **Expenditure** items. The average Texas district had $16,850,000 total expenditures. The typical district averaged 51.7% on instruction, 8.3% on central administration, 4.8% on campus administration, 9.4% on plant services, 15.1% on other operating, and 10.7% on non-operating. The average district spent $15,000,000 on total operating expenditures, spent $5,059 total operating expenditure per pupil, and averaged $8,791,258 on total instructional expenditure.

One or more districts had a $82,710 total expenditure, and spent as little as 25% on instruction, 3% on central administration, 0% on campus administration, plant services, and non-operating, and 1% on other operating. One district reported $992,081,337 for total expenditures. One or more districts allocated as much as 79% on instruction, 49% on central administration, 14% on campus administration, 19% on plant services, 32% on other operating, and 53% on non-operating!? One or more districts reported a high of $904,968,476 for total operating expenditure, $27,087 total operating expenditure per pupil, and $522,220,951 for total instruction expenditure. The standard deviations and ranges showed 3-plus standard deviations between the top and bottom districts for all **Expenditures** items.

vii. **Instructional Expenditures** All 1046 districts reported all Instructional Expenditure items. The average district reflected $2,906 total instructional expenditure per pupil, and averaged 70.8% spent on regular education, 9.4% on special education, 12.1% on compensatory education, 1.1% on Bilingual education, 5.2% on career and technology education, and 1.4% on gifted and talented education. One or more districts spent as little as $368 for total instructional expenditures, as little as 14% on regular education, and 0% on special education, compensatory education, bilingual education, career and technology education, and gifted and talented education. The maximums of the ranges for instructional expenditures were: $14,787 for total instructional expenditure per pupil, 100% of instructional expenditures on regular education, 37% on special education, 53% on compensatory education, 23% on bilingual education, 28% on career and technology education, and 12% on gifted and talented education. The standard deviations and ranges showed 3-plus standard deviations between the top and bottom districts for all **Instructional Expenditures** items.

B. **Findings Pertinent to Research Questions**

1. **How do school district characteristics currently reported in the Texas report cards relate to reported student achievement, using univariate (Pearson Product Moment correlation) analysis?**

Student outcomes were a major focus of this study. About 1044 districts reported all tests, reading, and mathematics data; 1034 provided economically disadvantaged data; 1033 provided writing data; 1030 provided white data; and about 600 to 1000 districts provided African American, Hispanic, SAT, and ACT mean data (see Appendix B).

The Pearson Product Moment (PPM) correlation was used to examine the correlation between the 73 categories and each of the 10 outcome indicators. Note that % Other Students Passing, % Tested, and % At or Above Criterion were excluded from the academic outcome variables. The authors used three classifications of relationships including: no ($r \leq \pm.062$), moderate ($r \leq \pm.199$ to $\pm.063$), and strong ($r \leq \pm.200$)(see Appendix C).

a. **General Relationships (Table 7)**

i. **No Relationship.** There were 9 categories with no relationships to all tests and reading, 11 with no relationship to writing, and 8 with no relationship to math. Ethnically, 26 categories had no relationship to African American students' TAAS outcome, 20 categories with no relationship to Hispanic students' outcome, 15 with no relationship to white students' outcome, and 12 with no relationship to economically disadvantaged students' TAAS outcome. There were 15 categories with no relationship to SAT score, and 12 with no relationship to ACT scores. About 19% of the 73 categories had no important association with student outcome, 40% had a moderate association, 41% had a strong association, and 81% of the 73 categories had an important ($p \leq .05$) relationship with student outcome.

ii. **Moderate and Strong Relationships.** When the strong and moderate categories are grouped, 64% of the categories related to African American student outcomes, 73% related to Hispanic outcomes, 79% related to white outcomes, 84% related to economically disadvantaged and ACT outcomes, and 85% related to TAAS writing outcomes. About 88% of all tests and reading categories related to student outcome and 89% of the categories related to math student outcomes.

b. **Positive Relationships.**

When the 73 categories in the report card were associated with the 10 outcome measures reported, 11 displayed strong positive relationships to student outcome ($r \geq .200$). These included:

Table 7. The categories and respective percent with no association, moderate association, strong association, and important ($p \leq .05$) association with student outcome.

	Outcome Indicators	No Association n	%	Moderate n	%	Strong n	%	Important n	%
1	TAAS: African Am.	26	36%	36	49%	11	15%	47	64%
2	TAAS: Hispanic	20	27%	40	55%	13	18%	53	73%
3	TAAS: White	15	21%	33	45%	25	34%	58	79%
4	SAT score	15	21%	30	41%	28	38%	58	79%
5	TAAS: Econ. Disad.	12	16%	37	51%	24	33%	61	84%
6	ACT score	12	16%	32	44%	29	40%	61	84%
7	TAAS: Writing	11	15%	21	29%	41	56%	62	85%
8	TAAS: All Tests	9	12%	14	19%	50	68%	64	88%
9	TAAS: Reading	9	12%	22	30%	42	58%	64	88%
10	TAAS: Math	8	11%	28	38%	37	51%	65	89%
	Average	**13.7**	**19%**	**29.3**	**40%**	**30**	**41%**	**59.3**	**81%**

Association Legend

No association: $r \leq \pm .062$
Moderate association: $r \geq \pm .063$ to $\pm .199$
Strong association: $r \geq \pm .200$
Important association: $r \geq \pm .062$ ($p \leq .05$). Important=Moderate + Strong

	Area	Category
•	Student	5 year change in students (#5) % white (#8), % other (#9), % gifted and talented (#14) % attendance (#15)
•	Teacher	% white (#53) % regular education (#55)
•	Staff	% teachers (#36) student staff ratio (#44)
•	Instructional Expenditure	% regular education (#82)
•	Expenditure	% non-operating (#77)

c. **Negative Relationships.**

When the 73 categories in the report card were associated with the 10 outcome measures reported, 25 displayed strong negative relationships to student outcome ($r \leq -.200$). These included:

Area	Category
• Teachers	% having 5 or more years experience (#47) % career and technology education (#59) % compensatory education (#57) % teachers with one or more permits (#46) % Hispanic (#52) % bilingual (#58) % African American (#51)
• Students	% career technology education (#13) total schools (#2) % bilingual (#12) % dropout (#16) % Hispanic (#7) % economically disadvantaged (#10)
• Taxes and Revenue	fund balances (#69) % state (#66) state aid per pupil (#63) % federal (#68)
• Staff	total FTE (#31) % auxiliary staff (#38) % minority (#43)
• Expenditure	total operating expenditure per pupil (#79) % central administration (#73) % other operating (#78)
• Instructional Expenditure	% bilingual education (#85) % compensatory education (#84)

When the 25 categories with important negative associations were examined by race, 18 of the 26 categories did not have an important ($r \leq -.200$) negative relationship to African American outcome, 15 of the 26 did not have an important negative association with Hispanic outcome, and 9 of the 26 did not have an important relationship with white outcomes.

When the SAT and ACT (national indicators) outcomes were examined, 5 of the 26 did not have an important association with SAT score [e.g., total FTE (#31)], % career and technology education (#13), total schools (#2), % auxiliary staff (#38), and % other operating (#76) or the ACT score (e g., total FTE (#31)), % with more than 5 years experience (#47), % career and technology education (#13), total schools (#2), and fund balances (#69).

d. **Neutral Associations** While 38 of the 73 categories had an important positive or negative association with outcome, 34--about 50%--of the categories did not (see Appendix C, shaded areas). The analysis suggested that 10 Staff , 6 Teachers, 5 Instructional Expenditures, 4 Tax and Revenues, 4

Expenditure, 3 Student, and 2 Fund Balance categories did not have an important association with student outcomes.

e. Extreme Associations The maximum and minimum "r" relationships among the 73 categories and 10 outcome indicators were examined by sorting (i.e., large to small) the range "r" for each category. The categories with the largest ($r \geq .300$) extremes were examined (Appendix D). Of the 23 categories identified with an extremely large range, 21 were in the reading associations, 14 in the African American relationships, 6 in the white relationships, 3 in the Hispanic, and 1 each in the ACT and the writing associations. Extreme "r" associations were not represented in the all tests, mathematics, economically disadvantaged, or SAT relationships.

f. Summary. Only 36 of the 73 school/school district characteristics placed in the report cards have either strong ($p \leq .05$) positive or negative relationship to outcomes. Since more than half of the categories have weak or no relationships to student performance, one wonders why they are included in an already overwhelming plethora of information.

2. What categories, using univariate analysis, strongly associate with student outcomes as a whole (as opposed to the 10 different outcome indicators individually)?

In Appendix E, average "r" relationships (PPM) among the 10 outcome indicators were identified. The categories with the largest average relationships($r \geq \pm .200$) were identified. Of the 73 categories, 29 had a large average association with the 10 outcome indicators. Of these 29 categories, the three strongest ($r = \pm .500$) were in the Student area:

- % economically disadvantaged (#10: r=-.588) - negative
- % attendance rate (#15: r=.508) - positive
- % white (#8: r=.500) - positive

Of these 29 categories, 9 were in the Student area, 8 were in the Teacher area, 4 were in the Taxes and Revenue area, 3 were in the Staff area, 3 were in the Expenditure area, and 2 were in the Instructional Expenditure area.

As shown in Appendix E, the average "r" consists of individual "r's" that have the same directional impact (positive or negative) or that are not significant ($< \pm .200$). For instance, % economically disadvantaged has a negative relationship with each individual outcome indicator as well as with the average outcome.

3. Do the report card characteristics appear to represent all or most of the factors which relate to student outcome?

Exploratory multiple regression was used to examine the association among the 73 independent variables and 10 reported measures of student outcomes. Because of the number of outcome measures, the analyses were complicated. Table 8 displays the results.

Nineteen categories were associated with reading outcomes. These 19 items accounted for 62% of the possible variance, thereby leaving 38 percent of whatever influences reading results

Table 8. The percent of variance, using multivariate analysis, the 73 categories had on each of the 10 outcome indicators.

	Variance &	Outcome Indicator	Categories (n) of __	Test
1.	62	Reading	19	TAAS
2.	59	All Tests	18	TAAS
3.	53	Math	12	TAAS
3.	42	Writing	22	TAAS
4.	42	ACT mean score	11	National/College Adm.
5.	35	White	21	TAAS
7.	34	Economically Disadvantaged	16	TAAS
8.	29	SAT mean score	14	National/College Adm.
9.	18	Hispanic	11	TAAS
10	16	African American	11	TAAS
Average	39		15	

unidentified. This percentage of explained variance was the highest found in the 10 analyses.

Eighteen categories were associated with the outcome measure representing all tests. These 18 items accounted for 59% of the possible variance, leaving 41% of the influence on combined test scores unidentified. Examination of the percentages of variance for the other eight outcome measures showed a range of 16% to 53%.

In none of the analyses do the report card characteristics represent all or most of the factors which influence student outcomes. From 38 to 84 percent of the influencing factors for any of the outcome measures are not present in the 73 independent variables reported. The response to the research question is clear.

4. How do school district characteristics currently reported in the Texas report cards relate to the reported student achievement, using multivariate analysis?

a. Areas and Respective categories with strong, moderate, and no association with the 10 outcome indicators. Now applying multivariate analysis (Appendices F-G), areas and the respective number of categories for each classification were used to classify the 10 outcome indicators. Five to ten relationships were classified as strong, three to four associations were classified as moderate, and two or to none were classified as having no relationship (Appendices F and G [Summary]). As indicated in Table 9, 12 categories representing 5 areas had a strong association with the 10 student outcome indicators, 23 categories representing 6 areas were classified as having a moderate relationship with outcome indicators, and 38 categories representing 7 areas were classified as having no meaningful association the the 10 outcome indicators (Appendices F and G).

When percentages of categories in each area are computed, 31% of the Student categories,

Table 9. A summary of the three levels of relationships (strong, moderate, no) between Texas' district report card areas and student outcome. (See Appendix G).

	Categories (n) in Area	Strong 5-9 rel. of 10		Moderate 3-4 rel. of 10		No meaningful 0-2 rel. of 10	
	n	n	%	n	%	n	%
AREA							
Students	16	5	31	5	31	6	38
Staff	15	4	27	4	27	7	47
Teachers	15	1	7	7	47	7	47
Taxes and Rev.	8	1	13	3	38	4	50
Fund Balance	2	–	–	–	–	2	100
Expenditure (General)	9	1	11	2	22	6	67
Inst. Expenditure	8	–	–	2	25	6	75
Total	**73**	**12**	**16**	**23**	**32**	**38**	**52**

27% of the Staff categories, 7% of the Teachers categories, 13% of the Taxes and Revenues categories, and 11% of the Expenditure categories have an important association with the 10 outcome indicators. The analysis shows that 47% of the Teachers categories, 31% of the Students, 27% of the Staff, 38% of the Taxes and Revenues, 22% of the Expenditure [General], and 25% of the Instructional Expenditure categories have a moderate association with student outcome. Fewer than half of the categories in each area had an important or moderate impact on student achievement.

All of the information in the report card may be valuable to somebody, but a number of items/categories and one or more areas probably should be eliminated if the report represents an attempt to communicate to most educators and the general public what is important to the performance of Texas students.

b. Categories with a strong association with the 10 student outcome indicators. In contrast to research question #1, which used univariate analysis (PPM), the multivariate analysis as illustrated in Appendix G was used for research question #4. In this analysis, 12 categories had a strong association (5 to 10 significant relationships) with the 10 student outcome indicators. They included:

	Category	Number of Associations
1	% economically disadvantaged (#10)	9
2	% attendance rate (#15)	8
3	% teacher turnover rate (#50)	8
4	student teacher ratio (#45)	7
5	mean teacher salary (#42)	6
6	% white [students] (#8)	5

7	% special education [students] (#11)	5
8	number of graduates [students] (#17)	5
9	% minority [Staff] (#43)	5
10	student staff ratio [Staff] (#44)	5
11	total revenue/pupil [Taxes and Revenues] (#65)	5
12	total operating expenditure per pupil [Expenditure] (#12)	5

The categories with moderate or no relationships are excluded from further discussion because they relationships with less than five of the 10 outcome indicators—would a consumer want to justify a category on the basis of four or fewer associations? Thus, there are 61 categories that have no important association with student outcome.

c. Outcome indicators with the most relationships to categories.

Which outcome indicators have the most and least associations with the categories having strong relationships? As indicated in b. above, 12 of the 73 categories had a "strong" association with student outcome (see Appendix G). Even within the categories identified as having a strong association with student outcomes, the number of associations varied from 9 to 4. The analysis indicated that the following outcome indicators had a number of associations with the 12 categories. They are:

	Outcome Indicator	Number of associations in the "Strong" cluster
1	TAAS: Reading	9
2	TAAS: Writing	9
3	TAAS: White students	9
4.	TAAS: All tests	8
5.	TAAS: Mathematics	8
6.	Economically disadvantaged	8
7	TAAS: African American students	6
8.	TAAS: Hispanic students	6
9.	SAT	6
10	ACT	4

5. How statistically complex are the categories identified as having a very strong relationship to student outcomes? (see Appendix G)

The four categories with the most consistent association with student outcome were (≥7 of 10 multivariate relationships):

1	#10: % Economically Disadvantaged [Student Area]
2	#15: % Attendance Rate [Student Area]
3	#50: Teacher Turnover Rate [Teacher Area]
4	#45: Student-Teacher Ratio [Teacher Area]

The positive and negative relationships ("r") between each of these four categories and the other 72 categories were examined. When there are many such relationships, the category is considered to be statistically "complex" and not discrete. Appendix H shows the number of categories with significantly negative and positive associations. These categories identified in Appendix G are summarized below:

		Number of Significant Relationships		
		Positive	**Negative**	**Total**
1.	% Economically Disadvantaged (#10)	28	23	51
2.	% Attendance (#15)	15	43	58
3.	Teacher Turnover Rate (#50)	18	27	45
4.	Student-Teacher Ratio (#45)	38	24	62

Clearly, these category variables are very complex! These numerous relationships may color, to some extent, the influence of any single factor on student outcomes.

6. How does the district's accreditation status relate to student outcome?

The *Snapshot 94' states:*

> **ACCREDITATION STATUS:** The accreditation status of the district as of September 1994. Districts are classified as either EX-Exemplary; RE-Recognized; AC-Accredited; or, AW-Accredited Warned. Approximately 94 percent of the districts in the state are accredited. See the TEA publication *Accountability Manual: The 1994-95 Accountability Rating System for Texas Public Schools and School Districts* for a detailed description of the 1994 accountability criteria and standards.

Texas has 1046 districts. Six are rated Exemplary (0.5%), 55 are Recognized (5.2%), 982 are Accredited (93.9%), and 3 are classified as Accredited Warned (0.3%). Z-scores (standard deviations (SD) above or below the mean) were developed for each of the 10 outcome indicators and average z-scores were developed for each district (see Appendix I).

a. Accreditation Status The average z-scores for the 6 **Exemplary** districts ranged from 2.4 to 2.0, and their rankings ranged from 1044 to 1039, suggesting that Texas appropriately awarded the top academic schools an Exemplary rating (Appendix I). (Note: the higher the number ranking, the higher the academic achievement). The 3 **Accredited Warned** districts' average z-scores ranged from -3.3 to -.29, and their rankings of 1, 2, and 5 suggested that these three districts appropriately represented some of the lowest academic districts in Texas.

The average z-score for the **Recognized** districts ranged from +2.1 to 0.0, and their rankings ranged from 1040 to 538 (close to the median). As illustrated in Appendix I (2nd page), the districts that ranked from 1040 to 1000 had one or none of the 10 outcome indicators receiving a z-score below 1.0 **(the boxes in Appendix I, 2nd page, illustrated items with a z-scores ≤1.0)** and average z-scores from 2.1 to 1.4. The districts ranking between 999 to 900 had about 2 outcome indicators with a z-score below 1.0 and had an average z-score between 1.4 and .9. The bottom 11 **Recognized** districts ranked between 899 and 538, averaged 2 to 3 missing cells per district, and averaged about 5 outcome indicators with less than 1.0 z-score. Of these 11 districts, 10 districts had at least one outcome indicator with a negative z-score. Why would Texas award a **Recognized** Accreditation Status to school districts with slightly above average outcomes, and many outcome indicators with negative z-scores?

b. Top vs. Bottom Outcome Districts The authors identified (i.e., by using z-scores and rankings) and examined Texas' top and bottom 20 academic districts.

i. **Top Academic Districts** Of the 20 top academic districts, 5 were classified as **Exemplary** status, 8 were classified as **Recognized** status, and 7 were classified as **Accredited** status (see Appendix I). The average z-score for these districts ranged from 2.5 to 1.7. The TAAS subskills mean z-score data analysis showed that these districts averaged 2.2 z-score on All Tests, 1.6 on reading, 1.5 on writing, and 2.0 on math. TAAS racial outcome indicators showed that one district reported African American, 11 reported Hispanic, and 20 reported White outcomes. National tests data showed that 7 districts reported SAT scores and 8 reported ACT scores.

ii. **Bottom Academic Districts** Of the bottom 20 academic districts, 3 were classified as **Accredited Warned** and 17 were classified as **Accredited.** These district's average z-scores ranged from -3.3 to -1.8. The TAAS subskills mean z-score data analysis showed that these districts averaged -2.5 z-score on All Tests, -2.9 on reading, -3.0 on writing, and -2.5 on math. The TAAS racial outcomes indicators reflected that 3 districts reported African American outcome data, 20 districts reported Hispanic, and 14 reported White outcome data. Ten of these districts reported SAT data and 12 reported ACT data.

iii. **Differences between Top and Bottom Districts** There are some academic profile differences between the top 20 districts and bottom 20 districts. The top districts have an average median z-score of 1.9, and the bottom districts have an average median z-score of -2.2. Ethnically, the bottom districts report 300% more African American outcome data, and 55% more Hispanic data and 30% less white outcomes data. Regarding national tests, the top districts reported 30% more SAT data than did the bottom districts, and the bottom districts reported 33% more ACT data than did the top districts.

c. Unexpected Observations

The z-scores, ranks, mean z-scores and total ranks were used to examine three of the 28 districts reported in Tables 1-6: Paint Creek, Canadian, and Donna (Snapshot '94, pp 154-159). Per examination of Appendix J, Paint Creek, Canadian, and Donna districts have z-scores, ranks, and percentiles that appear to be incongruent with their accreditation status. These incongruencies are summarized below:

	District	Assigned Accreditation	Mean z-score	Rank (1046 Districts)	Percentile
1.	Paint Creek	Recognized	.04	538	51%
2.	Canadian	Accredited	1.8	1031	99%
3	Donna	Accredited	-1.8	22 *	2%

* *A 1046 rank represents the top academically rated school district and a 1 ranking represents the lowest academically rated district.*

7. After eliminating the overlap between the 73 independent variables and the 10 dependent variables, what approximate weights can be assigned to the variables with the greatest and smallest association with student outcome?

The Guttman's Partial Correlation (GPC) statistic was used to examine the association among the 73 independent variables (report card categories) and the 10 dependent variables (outcome indicators).

a. **Positive Associations** Six of the 73 categories had a consistently positive association with all of the 10 outcome indicators (Appendix K, p.1 [*see non-shaded categories*]). Categories with a consistently positive association included:

1 % attendance [*student area*] (#18)
2 average professional support staff salary [*staff area*] (#41)
3 % special education [*staff area*] (#56)
4 % federal [*taxes and revenues area*] (#68)
5 % state [*taxes and revenues area*] (#66)
6 % local [*taxes and revenues area*] (#67)

b. **Negative Associations** Five of the 73 categories had a consistently negative association with all 10 outcome indicators (Appendix K, p.1 [*see shaded categories*]):

1 state aid per pupil [*taxes and revenues area*] (#63)
2 total revenues per pupil [*taxes and revenues area*] (#65)
3 % career and technology education [*student area*] (#13)
4 % dropout [*student area*] (#16)
5 % central administration [(general) *expenditure area*] (#73)

c. **Important Associations (R^2 [%]≥0.5%)** The average percent of influence on the 10 outcome indicators was developed for each of the 73 categories (see Appendix K, 2nd page). Eight of the 73 categories averaged a ≤1% impact on student outcome. They were:

1	% attendance [*student area*] (#15)	5.0%
2	% economically disadvantage [*student area*] (#10)	1.8%
3	teacher turnover rate [*teacher area*] (#50)	1.5%
4	total operating expenditure [*expenditure area*] per pupil (#79)	0.7%
5	state aid per pupil [*taxes and revenues area*] (#63)	0.7%
6	total revenue per pupil [*taxes and revenues area*] (#65)	0.6%
7	percent special education [*expenditures area*] (#79)	0.5%
8.	% Gifted (#14)	0.5%

The remaining 68 categories averaged less than 0.5% association with student outcomes.

d. **Maximum Associations** The maximum percent of association between each category and the 10 outcome indicators was developed (Table 10). Other than % attendance, % economically disadvantaged, and teacher turnover rate, the other categories showed less than a 2% association with student outcomes.

VI. CONCLUSIONS

The findings from the report card analyses reported in the previous pages generate the following conclusions.

A. Most of the categories/items in the Texas Report Card have little or no meaningful relationship to student outcomes.

Table 10 Texas school district categories with the largest percent of association with an outcome indicators

	Category	% Max. Association.	Area	Outcome Indicator
1	15. % Attendance	9.3%	Student	Math (TAAS)
2	10. % Econ. Disadvantaged	3.4%	Student	White (TAAS)
3	50. Tch. Turnover Rate	3.0%	Teache	White (TAAS)
4	63. State Aid/Pupil	2.1%	Taxes and Rev.	SAT
5	79. Total Oper. Exp/Pupil	1.7%	Expenditures	Econ. Disad. (TAAS)
6	43. % Minority	1.6%	Staf	SAT
7	14. % Gifted	1.5%	Student	All Tests (TAAS)
8	37. % Educ. Aides	1.5%	Staff	All Tests (TAAS)
9	5. 5 yr % change	1.4%	Student	Af. Am. (TAAS)
10	11. % Spec. Ed.	1.2%	Student	ACT
11	45. St. Teacher Ratio	1.1%	Staff	Writing (TAAS)
12	84. % Compensatory Ed.	1.1%	Inst. Expend.	Writing (TAAS)
13	38. % Auxiliary Staff	1.1%	Staff	All Tests (TAAS)
14	39. M Cent. Ad. $	1.1%	Staff	SAT
15	46. %Tch. ≥1 Permit	1.1%	Teachers	Writing (TAAS)
16	59. % Career-Tech Ed.	1.1%	Teachers	Reading (TAAS)
17	86. % Career & Tech. Ed.	1.0%	Inst. Expend.	Writing (TAAS)
18	65. Total Revenue/Pupil	1.0%	Taxes and Rev.s	All Tests (TAAS)
19	82. % Regular Education	1.0%	Inst. Expend.	Writing (TAAS)
20	85. % Bilingual Ed.	1.0%	Inst. Expend.	Writing (TAAS)
21	44. St. Staff Ratio	1.0%	Staff	Writing (TAAS)
22	49. % Adv. Degrees	1.0%	Teachers	Hispanic (TAAS)

While the several statistical analyses used in this study to examine the relationships between school/school district variables and student performance differed somewhat in their results, it can ultimately be said that from 54 to 69 of the 73 categories in the Texas report card have little or no relationship to the 10 measures of student outcomes reported. If the report card's purpose is to help educators improve performance or enable policymakers to determine what should be funded and fostered to bring about educational improvement, a great deal of the contents of the report card should either be eliminated or at least segregated under a caption that these items have not shown a statistical correlation to student outcomes. Perhaps there are other valid agendas for including all of the information in these report cards other than assessing and improving student outcomes. These agendas should be stated.

B. Of the three factors most influential on student outcomes, two can be addressed in school improvement efforts.

Attendance, percentage of economically disadvantaged students, and teacher turnover rate were the three variables most influencing the test scores of Texas students (at least among the 73 categories reported). The first and last of these can be improved. Educators and policymakers can start there if improvement is truly desired.

C. The choice of statistical techniques used to examine complex relationships between student outcomes and related factors influences the products of the examinations.

This is not a new or startling revelation. The investigators have highlighted it in other studies. It is worth noting again. A discussion of the benefits and restrictions of various statistical analyses is worth continuing. The authors will to pursue it in another paper in which the Texas report card data are used.

D. The Texas report card, like those in some other states, does not include information on some of the most important factors influencing student performance.

As reported in response to research question 6, the 73 categories in the Texas report card do not include a number of factors that influence the performance of Texas students. The application of several different statistical analyses of associations between these 73 variables and 10 different measures of student outcomes indicated that 38% to 95 % of the influencing factors for any of the outcome measures are not currently identified. These findings are similar to those from previous studies in other states. The report cards studied previously did not include the large number of school/school system factors that are present in the Texas data. It becomes more and more clear that we must look for other types of factors such as curricular, instructional, administrative, motivational/drive, family and school expectations, ethics/morals, and organizational variables in schools to discover how to clearly facilitate and improve student academic outcomes.

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IX. NOTES

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ITEM DEFINITIONS

Items are defined in the sequence they appear in the *District Detail* section of the report. The data items are numbered to correspond with numbers used in the column headings. To ascertain data sources for these items, refer to the *Data Sources* appendix which cross-references sources with the items defined below.

COUNTY NUMBER AND NAME: The county number is a unique identifier assigned to each county for administrative purposes. The numbers correspond to the alphabetic arrangement of county names.

DISTRICT NAME: The name of the district which includes a designator for the governance system. These designators are:

ISD (Independent School District): A locally elected board of trustees governs the district.
CSD (Common School District): The county commissioners court governs the school district.
MSD (Municipal School District): The city council governs the school district.

Most school districts are independent school districts. Due to space limitations, the "ISD" designation has been omitted but other governance designators have been retained.

REGION: The Education Service Center region to which the district is assigned based upon its geographic location. There are 20 ESCs serving districts in the various areas of the state.

Co-op Status: An indicator of whether or not a district participates in a Special Education cooperative. An "F" indicates the district is a fiscal agent, an "M" indicates the district is a member, and a blank means the district does not participate. For these districts, dollar amounts per student may be distorted because student counts and budgeted expenditures may be reported by different districts. Districts participating in other types of cooperatives are not indicated.

1. ACCREDITATION STATUS: The accreditation status of the district as of September 1994. Districts are classified as either EX-Exemplary; RE-Recognized; AC-Accredited; or, AW-Accredited Warned. Approximately 94 percent of the districts in the state are accredited. See the TEA publication *Accountability Manual: The 1994-95 Accountability Rating System for Texas Public Schools and School Districts* for a detailed description of the 1994 accountability criteria and standards.

2. TOTAL NUMBER OF SCHOOLS: A count of campuses in a district which have a unique state-assigned nine-digit identifier and had students enrolled as of October 29, 1993.

3. NUMBER OF REGULAR HIGH SCHOOLS: The number of high school campuses in a district identified by the range of grades offered as reported to TEA. Seventy-nine percent of the schools that are classified as high schools offer grades 9-12. See *Exhibit B* in the End Notes for the details of other grade configurations which are categorized as high schools.

4. Total Students: The number of students in membership as of october 29, 1993, in grades pre-kindergarten through twelve. Membership is defined as the count of students enrolled with an average daily attendance status code that is not equal to zero. Students with a status code of zero, meaning enrolled but not in membership, are not included in this item. Statewide, 6,422 students, or 0.2 percent of all students, are not included in this item.

5. FIVE YEAR % CHANGE IN TOTAL STUDENTS: The percent change in total students for the five year period from 1988-89 to 1993-94.

6. % AFRICAN AMERICAN: Percentage of total students reported as African American.

7. % HISPANIC: Percentage of total students reported as Hispanic.

8. % WHITE: Percentage of total students reported as white.

9. % OTHER: Percentage of total students reported as other. Other is the combination of Asian/Pacific Islander and Native American counts.

10. % ECONOMICALLY DISADVANTAGED: Percentage of total students reported as economically disadvantaged. Economically disadvantaged students are those who are eligible for free meals under the National School Lunch and Child Nutrition Program, reduced-price meals under the National School Lunch and Child Nutrition Program, or other public assistance.

Students reported with any one of these three status codes may or may not be enrolled in a special program such as compensatory or special education.

11. % SPECIAL EDUCATION: Students identified as participating in special education expressed as a percent of total students. Students in special education may also be counted in another special program such as career and technology or bilingual education.

12. % BILINGUAL/ESL EDUCATION: Students identified as participating in Bilingual Education or English as a second language (ESL) expressed as a percent of total students. Students in bilingual/ESL education may also be counted in another special program such as special education or career and technology.

13. % CAREER AND TECHNOLOGY EDUCATION: Students identified as taking career and technology education courses expressed as a percent of total students. Students

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taking these courses may also be counted in another special program such as special or bilingual education.

14. % GIFTED AND TALENTED EDUCATION: Students identified and served in state-approved gifted and talented programs expressed as a percent of total students. Students in gifted and talented education may also be counted in another special program such as career and technology or bilingual education.

15. ATTENDANCE RATE: The total number of days students were present in 1992-93 divided by the total number of days students were in membership in 1992-93. Only students in grades 1 through 12 are included in the calculations. Computations of attendance rates in prior editions of *Snapshot* were based on the second six weeks reporting period rather than attendance for the entire school year.

16. ANNUAL DROPOUT RATE 92-93 (METHOD II): The total number of 1992-93 dropouts reported in grades 7-12 expressed as a percent of the total number of students in membership in grades 7-12 during 1992-93. This rate differs from dropout rates reported in previous *Snapshot* publications in two major ways: 1) dropouts reported by districts were subjected to a more extensive recovery process than that used in prior years; and, 2) the denominator reflects the total count of 7th through 12th graders in membership during the year rather than the count of students in these grades on a day in late October.

Districts with 7th-12th graders which reported that no students dropped out have a zero (0) dropout rate. If dropout data are not required for a district because only lower grades are offered, then an "n/a" is printed. "LT5" will appear in cases where there were fewer than five 7th-12th graders, to protect the students' anonymity.

17. NUMBER OF GRADUATES (CLASS OF 1993): The number of students who graduated during the 1992-93 school year, including the summer of 1993. counts of graduates identified as receiving special education services are included in this total.

18. % PASSING ALL TESTS TAKEN: For grades 3 through 8 and 10 and all subject areas, the total number of students who passed all the tests they attempted, expressed as a percentage of the total number of students taking one or more tests. Special education students and their scores have been excluded. "LT5" will appear in cases where fewer than five students were tested, to protect the students' anonymity. If no students were tested, an "n/a" is printed.

19. % PASSING READING: For all grades, the total number of students who passed reading, expressed as a percentage of the total number of students taking reading tests. Special education students and their scores have been excluded. "LT5" will appear in cases where fewer than five students were tested, to protect the students' anonymity. If no students were tested, an "n/a" is printed. In the spring of 1994, reading was administered to students in grades 3 through 8 and 10.

20. % PASSING WRITING: For all grades, the number of students who passed writing, expressed as a percentage of the total number of students taking writing tests. Special education students and their scores have been excluded. "LT5" will appear in cases where fewer than five students were tested, to protect the students' anonymity. If no students were tested, an "n/a" is printed. In the spring of 1994, writing was administered in grades 4, 8, and 10 only.

21. % PASSING MATHEMATICS: For all grades, the number of students who passed mathematics, expressed as a percentage of the total number of students taking mathematics tests. Special education students and their scores have been excluded. "LT5" will appear in cases where fewer than five students were tested, to protect the students' anonymity. If no students were tested, an "n/a" is printed. In the spring of 1994, mathematics was administered to students in grades 3 through 8 and 10.

22. % AFRICAN AMERICAN STUDENTS PASSING: For grades 3 through 8 and 10 and all subject areas, the number of African American students who passed all the tests they attempted, expressed as a percentage of the total number of African American students taking one or more tests. Special education students and their scores have been excluded. "LT5"will appear in cases where fewer than five students were tested, to protect the students' anonymity. If no students were tested, an "n/a" is printed.

23. % HISPANIC STUDENTS PASSING: For grades 3 through 8 and 10 and all subject areas, the number of Hispanic students who passed all the tests they attempted, expressed as a percentage of the total number of Hispanic students taking one or more tests. Special education students and their scores have been excluded. "LT5" will appear in cases where fewer than five students were tested, to protect the students' anonymity. If no students were tested, an "n/a" is printed.

24. % WHITE STUDENTS PASSING: For grades 3 through 8 and 10 and all subject areas, the number of white students who passed all the tests they attempted, expressed as a percentage of the total number of white students taking one or more tests. Special education students and their scores have been excluded. "LT5" will appear in cases where fewer than five students were tested, to protect the students' anonymity. If no students were tested, an "n/a" is printed.

25. % OTHER STUDENTS PASSING: For grades 3 through 8 and 10 and all subject areas, the number of Asian/Pacific Islander and Native American students who passed all the tests they attempted, expressed as a percentage of the total number of Asian/Pacific Islander and Native American students taking one or more tests. Special education students and their scores have been excluded. "LT5" will appear in cases where fewer than five students were tested, to protect the students' anonymity. If no

students were tested, an "n/a" is printed.

26. % ECONOMICALLY DISADVANTAGED STUDENTS PASSING: For grades 3 through 8 and 10 and all subject areas, the number of economically disadvantaged students who passed all the tests they attempted, expressed as a percentage of the total number of economically disadvantaged students taking one or more tests. Special education students and their scores have been excluded. "LT5" will appear in cases where fewer than five students were tested, to protect the students' anonymity. If no students were tested, an "n/a" is printed.

27. PERCENT TESTED (CLASS OF 1993): The count of students expected to graduate who took either the Scholastic Aptitude Test (SAT)or the enhanced ACT of the American College Testing program at least once prior to May 1993, expressed as a percent of all graduates. Note that the count of graduates in the denominator does not include special education graduates.

28. PERCENT AT OR ABOVE CRITERION (CLASS OF 1993): The count of students expected to graduate who scored at or above the criterion score on either test (1000 on the SAT and 24 on the ACT) expressed as a percent of all graduates. Note that the count of graduates in the denominator does not include special education graduates.

29. SAT MEAN TOTAL SCORE (CLASS OF 1993): The sum of the mathematics and verbal portions of the SAT divided by the number of students tested. Total scores for the SAT range from 400 to 1600. These results include the most recent scores received by graduates on an SAT taken anytime during their high school years. Scores are reported for 12th graders who expected to graduate during the 1992-93 school year.

If no students were tested or no scores were reported, then an "n/a" is printed. LT5" will appear in cases where fewer than five students were tested to protect the confidentiality of the students' test scores.

30. ACT MEAN COMPOSITE SCORE (CLASS OF 1993): The average of the scores from the English, mathematics, reading, and science reasoning portions of the ACT, created by summing the score on each portion and dividing by the number of students tested. Composite scores for the ACT range from 1 to 36. Composite scores include only the most recent scores received by graduates during either their junior or senior years. Scores are reported for 12th graders who expected to graduate during the 1992-93 school year.

Since October 1989, a revised ACT, the Enhanced ACT Assessment, has been administered. all uses of the term ACT in this publication refer to this revised test.

If no students were tested or no scores were reported, then an "n/a" is printed. "LT5" will appear in cases where fewer than five students were tested, to protect the confidentiality of students' test scores.

31. TOTAL STAFF FTE: A count of all personnel employed by the school district as of fall 1993, including both professional and non-professional positions. all staff counts are expressed as full time equivalents. The appropriate portion of an FTE is allocated to each of the responsibilities associated with an individual based on a percentage of total time worked.

32. TOTAL TEACHER FTE: The FTE count of personnel categorized as teachers, including substitute teachers.

33. %CENTRAL ADMINISTRATIVE: The FTE count of personnel classified as administrators in the central office, expressed as a percent of total staff FTEs. Central office administrators include superintendents, assistant superintendents, business managers, tax assessor collectors, and directors of personnel, as well as instructional officers and athletic directors if reported with a '700' campus code.

34. % CAMPUS ADMINISTRATIVE: The FTE count of personnel classified as campus administrators, expressed as a percent of total staff FTEs. Campus administrators include principals and assistant principals, as well as instructional officers and athletic directors if reported with a campus code other than '700'

35. % PROFESSIONAL SUPPORT STAFF: The FTE count of personnel categorized as support staff expressed as a percent of total staff FTEs. Support staff are defined as therapists, psychologists, counselors, diagnosticians, physicians and nurses, librarians, supervisors, department heads, registrars, and miscellaneous other support roles. *See Exhibit E* in the *End Notes* for a complete listing.

36. % TEACHERS: The teacher FTE count expressed as a percent of total staff FTEs.

37. % EDUCATIONAL AIDES: The FTE count of personnel categorized as educational aides expressed as a percent of total staff FTEs. Educational aides perform routine classroom tasks under the general supervision of a certified teacher or teaching team.

38. % AUXILIARY STAFF: The FTE count of personnel categorized as auxiliary staff expressed as a percent of total staff FTEs. Auxiliary staff are those personnel for whom no role was reported. Examples include cafeteria workers and bus drivers.

39. AVERAGE CENTRAL ADMINISTRATIVE SALARY: The total salary of central administrators divided by the total FTE count of central administrators. The total salary amount is base pay only; any supplements are excluded.

40. AVERAGE CAMPUS ADMINISTRATIVE SALARY: The total salary of campus administrators divided by the total FTE count of campus administrators. The total salary amount is base pay only; any supplements are excluded.

41. AVERAGE PROFESSIONAL SUPPORT STAFF SALARY: The

total salary of professional support staff divided by the total FTE count of professional support staff. The total salary amount is base pay only; any supplements are excluded.

42. AVERAGE TEACHER SALARY: The total salary of teachers divided by the total FTE count of teachers. The total salary amount is base pay only; any supplements are excluded.

43. % MINORITY: The FTE count of all personnel reported as non-white expressed as a percent of total staff FTEs.

44. RATIO OF STUDENTS TO TOTAL STAFF: The total number of students divided by the total staff FTE count.

45. RATIO OF STUDENTS TO TEACHERS: The total number of students divided by the total teacher FTE count.

46. % TEACHERS WITH 1 OR MORE PERMITS: The FTE count of teachers holding at least one permit as of fall 1993, expressed as a percent of the total teacher FTE count. Teachers with multiple permits are counted only once.

ESCs issue four types of permits that meet different situations and require different qualifications: emergency teaching, nonrenewable, special assignment, and vocational. District superintendents may activate temporary classroom assignment permits without TEA approval. TEachers holding one or more of any of these types of permits are included in the count.

47. % WITH 5 OR FEWER YEARS OF EXPERIENCE: The FTE count of teachers with zero through five total years of professional experience expressed as a percent of the total teacher FTE count. Total years of professional experience includes experience earned in another Texas school district or in another state.

48. AVERAGE YEARS OF EXPERIENCE: A weighted average obtained by multiplying each teacher's FTE count by his or her years of experience, summing for all weighted counts, and then dividing by total teacher FTEs. Adjustments have been made so that teachers with zero years of experience are appropriately weighted in the formula.

49. % WITH ADVANCED DEGREES: The FTE count of teachers with master's or doctoral degrees expressed as a percent of total teachers.

50. TEACHER TURNOVER RATE: The total FTE count of teachers not employed in the district in the fall of 1993-94 who were employed in the district in the fall of 1992-93, divided by the total teacher FTE count for the fall of 1992-93.

51. % AFRICAN AMERICAN: The FTE count of teachers reported as African American expressed as a percent of total teacher FTEs.

52. % HISPANIC: The FTE count of teachers reported as Hispanic expressed as a percent of total teacher FTEs.

53. % WHITE: The FTE count of teachers reported as white expressed as a percent of total teacher FTEs.

54. % OTHER: The FTE count of teachers reported as Asian/Pacific Islander or Native American expressed as a percent of total teacher FTEs.

55. % REGULAR EDUCATION: The FTE count of teachers identified as serving students receiving regular education instruction, expressed as a percent of total teacher FTEs.

56. % SPECIAL EDUCATION: The FTE count of teachers identified as serving students receiving special education instruction, expressed as a percent of total teacher FTEs.

57. % COMPENSATORY EDUCATION: The FTE count of teachers identified as serving students receiving compensatory education instruction, expressed as a percent of total teacher FTEs.

58. % BILINGUAL/ESL EDUCATION: The FTE count of teachers identified as serving students receiving bilingual education or English as a Second Language (ESL) instruction, expressed as a percent of total teacher FTEs.

59. % CAREER AND TECHNOLOGY EDUCATION: The FTE count of teachers identified as serving students receiving career and technology education instruction, expressed as a percent of total teacher FTEs.

60. % OTHER EDUCATION (INCLUDES GIFTED AND TALENTED: The FTE count of teachers identified as serving students receiving gifted and talented education instruction, students in honors classes, and students served in migrant programs, expressed as a percent of total teacher FTEs. On average, 98 percent of this category consists of teachers serving gifted and talented or honor students.

61. TAXABLE VALUE PER PUPIL: The district's total taxable property value in 1993 as determined by the Comptroller's Property Tax Division (CPTD), divided by the total number of students in the district in 1993-94. This per pupil figure is often referred to as "wealth". Property value is determined by the CPTD as part of its annual study which attempts to present uniformly appraised property valuations statewide. The CPTD value is calculated by applying ratios created from uniform independent appraisals to the district's assessed valuations.

62. EQUALIZED TOTAL TAX RATE: The sum of the district maintenance and operation M&O) and debt service (Interest & Sinking fund) effective tax rates. The components of this total rate are calculated by dividing the 1993 levy amounts by the taxable value for 1993. Rates are expressed per $100 of taxable value. (NOTE: The CPTD taxable value is not the same as the locally assessed value.

63. STATE AID PER PUPIL: The amount of state money allocated to the school district under the Foundation School Program divided by each district's total student count.

64. TOTAL REVENUE: Budgeted revenue from all local, state, and federal sources, except for receipts from the sale of bonds and other revenues budgeted in fund 600, the capital project fund. See *Exhibit D* in the *End Notes* for a technical description of this item. Bulletin 679, Financial Accounting Manual, sets standards for the accounting of revenues.

65. TOTAL REVENUE PER PUPIL: Total revenue divided by total students.

66. % STATE: Revenue from state sources, such as per capita and foundation program payments, revenue from other state funded programs and revenue from other state agencies, expressed as a percent of total revenue.

67. % LOCAL AND OTHER: Revenue from local taxes, other local sources, and intermediate sources expressed as a percent of total

68. % FEDERAL: Revenue received directly from the federal government or distributed by the TEA for career and technology education, for program for educationally disadvantaged children, for food service programs, and for other federal programs, expressed as a percent of total revenue.

69. FUND BALANCE (END OF 92-93): For each district, the amount of unencumbered surplus fund balance that existed at the end of the 1992-93 school year. In most districts, this amount is equivalent to the fund balance at the beginning of 1993-94.

70. % FUND BALANCE (OF 93-94) BUDGET): The amount of unencoumbered surplus fund balance expressed as a percent of the total budgeted expenditures for the current year (1993-94).

71. TOTAL EXPENDITURES: Budgeted outlays of money for all functions and objects, except for expenditures budgeted in fund 600, the capital projects fund.

Expenditures are accounted for using codes for fund, function, object, organization, and in some cases, program area.

72. % INSTRUCTIONAL: The percentage of total expenditures budgeted for instruction expenditures in the district. Instructional expenditures include expenditures for all activities dealing directly with the instruction of pupils, including instruction aided with computers.

73. % CENTRAL ADMINISTRATIVE: The percentage of total expenditures budged for central administration expenditures in the district. Central administrative expenditures include expenditures for the general administration of the district, the development of personnel and curriculum, and data processing services.

74. % CAMPUS ADMINISTRATIVE: The percentage of total expenditures budgeted for campus administration expenditures in the district. Campus administration expenditures include expenditures for the operation and management of a school.

75. % PLANT SERVICES: The percent of total expenditures budgeted for physical plant maintenance and operation.

76. % OTHER OPERATING: The percentage of total expenditures budgeted for all other operating expenditures in the district. Other operating expenditures include expenditures for support services, pupil transportation, food sercices, and cocurricular activities.

77. % NON-OPERATING: The percentage of total expenditures budgeted for non-operating expenditures in the district. Non-operating expenditures include capital outlay expenditures not made from fund 600, the capital projects fund; debut sercice expenditues; and ancillary services expenditures.

78. TOTAL OPERATING EXPENDITURES: The sum of all expenditures budgeted for the operation of the district. The operating expenditures are a subset of the total expenditures; they do not include debt service, captial outlay, or ancillary services.

79. **TOTAL OPERATION EXPENDITURES PER PUPIL:** Total oerating expenditures divided by total students.

80. **TOTAL INSTRUCTIONAL EXPENDITURES**: The sum of budgeted expenditures for all activities dealing directly with the instruction of pupils, including instruction throught the use of computers.

81. **TOTAL INSTRUCTIONAL EXPENDITURES:** Budgeted instructional expenditures divided by total students.

82. **% REGUALR EDUCATION:** Expenditures budgeted for the regular education program expressed as a percent of total instructional expenditures.

83. **% SPECIAL EDUCATION**: Expenditures budgeted for the special education program expressed as a percent of total instructional expenditures.

84. **% COMPENSATORY EDUCATION:** Expenditures budgeted for the compensatory education program expressed as a percent of total instruction expenditures.

85. **% BILINGUAL/ESL EDUCATION:** Expenditures budgeted for the bilingual educaiton and English as a second language (ESL) programs expressed as percent of total instructional expenditures.

86. **% CAREER AND TECHNOLOGY EDUCATION:** Expenditures budged for the career and technology education program expressed as a percent of total instructional expenditures.

87. **% GIFTED AND TALENTED EDUCATION**: Expenditues budgeted for the fifted and talented education program expressed as a percent of total instruction expenditures.

Discriptive Analysis

	District Report Card Items		Count:	# Missing:	Mean:	Std. Dev.:	Minimum:	Maximum:	Range:
Students	2. Total Schools		1046	0	6.1	14.1	1	256	255
	3. # High Schools		1046	0	1.1	1.9	0	32	32
	4. No. Students		1046	0	3,443	10,569	3	200,445	200,442
	5. 5 yr % change in students		1046	0	8.6	17.2	-51.7	137.8	189.5
	6. % African American	RACE	1046	0	8.1	12.0	0	87	87
	7. % Hispanic	RACE	1046	0	25.4	26.7	0	100	100
	8. % White	RACE	1046	0	65.8	26.3	0	100	100
	9. % Other	RACE	1046	0	.8	1.7	0	21	21
	10. % Econom. Disadvant.		1046	0	44.7	18.8	0	100	100
	11. % Special Edudation		1046	0	13.2	4.5	0	46	46
	12. % Bilingual		1046	0	5.1	9.4	0	80	80
	13. % Career/Technology Ed.		1046	0	17.2	8.3	0	75	75
	14. % Gifted & Talented Ed.		1046	0	7.6	3.7	0	28	28
	15. % Attendance Rate		1046	0	95.7	0.9	88.4	99.7	11.3
	16. % Dropout		1022	24	1.5	1.4	0	10	10
	17. No. Graduates		966	80	165.7	428.5	2	6773	6771
Academic Outcome	18. All Tests	TAAS	1044	2	58.0	12.4	16.7	93.2	76.5
	19. Reading	TAAS	1044	2	78.8	9.8	20	100	80
	20. Writing	TAAS	1033	13	81.5	9.5	38.9	100	61.1
	21. Mathematics	TAAS	1044	2	63.1	12.0	16.7	94.1	77.4
	22. African Am.	TAAS RACE	593	453	34.0	14.4	0	100	100
	23. Hispanic	TAAS RACE	886	160	44.7	14.4	0	100	100
	24. White	TAAS RACE	1030	16	66.2	10.7	20	100	80
	25. Other	TAAS RACE	270	776	68.5	17.0	16.7	100	83.3
	26. Econ. Disadvant.	TAAS	1034	12	46.2	13.0	6.7	92.1	85.4
	27. % Tested.	TAAS	939	107	62.6	16.7	0	100	100
	28. % At or Above Criterion	TAAS	954	92	13.0	9.1	0	69.5	69.5
	29. SAT mean		684	362	867.2	72.4	601	1131	530
	30. ACT mean		834	212	19.8	1.6	14.4	25.2	10.8
Staff	31. Total FTE		1046	0	415.0	1184.0	1	21271	21270
	32. Total Teacher FTE		1046	0	216.6	625.3	1	11422	11421
	33. % Cent. Admin.		1046	0	2.0	1.5	0	13	13
	34. % Camp. Admin.		1046	0	2.9	1.0	0	7	7
	35. % Prof. Staff		1046	0	4.2	2.4	0	21	21
	36. % Teachers		1046	0	54.1	5.7	33	87	54
	37. % Educ. Aids		1046	0	10.2	5.5	0	39	39
	38. % Auxiliary Staff		1046	0	26.6	6.1	0	50	50
	39. M Cent. Admin. Salary	$	1044	2	$50,976	$9,278	0	$88,959	$88,959
	40. M Camp Admin. Salary	$$	1044	2	$40,977	$8,566	0	$62,441	$62,441
	41. M Prof. Sup. Staff Salary	$$$	1027	19	$29,072	$9,689	0	$49,770	$49,770
	42. M. Teacher Salary $	$$$$	1045	1	$26,851	$2,299	$17,822	$40,000	$22,178
	43. % Minority		1046	0	18.0	21.1	0	98	98
	44. Student-Staff Ratio		1046	0	7.3	1.6	1.9	25.5	23.6
	45. Student-Teacher Ratio		1046	0	13.5	2.8	3.5	44.9	41.4
Teachers	46. %Te. ≥1 Permit		1046	0	4.3	5.7	0	49.4	49.4
	47. % ≥ 5 yrs exper.		1046	0	33.2	11.9	0	100	100
	48. Mean Yrs Exp.		1046	0	11.2	2.2	2.4	17.6	15.2
	49. % Adv. Degrees		1046	0	23.8	11.6	0	100	100
	50. Teacher Turnover Rate		1046	0	14.6	8.7	0	100	100

Teachers	51. % African American	RACE	1046	0	2.8	6.7	0	89	89
	52. % Hispanic		1046	0	7.4	17.3	0	97	97
	53. % White		1046	0	89.5	18.1	3	100	97
	54. % Other		1046	0	.3	1.0	0	20	20
	55. % Reg. Education		1046	0	76.9	8.9	39	100	61
	56. % Spec. Ed.		1046	0	7.9	4.1	0	54	54
	57. % Compen. Ed.		1046	0	5.7	4.7	0	38	38
	58. % Bilingual Ed.		1046	0	2.2	5.0	0	44	44
	59. % Career-Tech Ed.		1046	0	4.8	2.6	0	23	23
	60. % other Ed. (G & T)		1046	0	2.5	2.4	0	19	19
Taxes & Revenues	61. Tax/pupil	$	1046	0	$233,359	$399,291	$0	$5,948,526	$5,948,526
	62. Equalized Tax R.		1046	0	1.3	0.2	0	2.0	2.0
	63. State Aid/Pupil	$	1046	0	$2,580	$1,333	$87	$8,186	$8,099
	64. Total Revenue	$	1044	2	$16,570,000	$50,120,000	$92,347	$934,750,258	$934,657,911
	65. Total Revenue/Pupil	$	1044	2	$5,667	$2,650	$1,402	$51,462	$50,060
	66. % State		1043	3	48.3	22.1	1	90	89
	67. % Local & Other		1043	3	44.8	23.5	2	99	97
	68. % Federal		1043	3	6.9	4.2	0	47	47
Fund Balance	69. Fund Balance	$	1046	0	$2,591,882	$5,662,439	($1,155,214)	$95,561,324	$96,716,538
	70. % Fund Balance		1046	0	30.8	19.5	-16	157	173
General Expenditures	71. Total Expenditures	$	1045	1	$16,850,000	$51,600,000	$82,710	$992,081,337	$991,998,627
	72. % Instruction		1045	1	51.7	5.1	25	79	54
	73. % Central Admin.		1045	1	8.3	3.4	3	49	46
	74. % Campus Adminisrative		1045	1	4.8	1.4	0	14	14
	75. % Plant Services		1045	1	9.4	2.2	0	19	19
	76. % Other Operating		1045	1	15.1	2.6	1	32	31
	77. % Non-Operating		1045	1	10.7	6.0	0	53	53
	78. Total Operating Exp.	$	1045	1	$15,000,000	$46,620,611	$81,260	$904,968,476	$904,887,216
	79. Total Oper. Exp/Pupil	$	1045	1	$5,059	$1,809	$590	$27,087	$26,497
	80. Total Instruction Exp.	$	1046	0	$8,791,258	$27,490,000	$36,020	$522,220,951	$522,184,931
Instructional Expenditures	81. Total Inst. Exp/Pupil	$	1046	0	$2,906	$956	$368	$14,787	$14,419
	82. % Regular Education		1046	0	70.8	9.5	14	100	86
	83. % Special Ed.		1046	0	9.4	4.5	0	37	37
	84. % Compensatory Ed.		1046	0	12.1	6.8	0	53	53
	85. % Bilingual Ed.		1046	0	1.1	2.2	0	23	23
	86. % Career & Tech. Ed.		1046	0	5.2	2.8	0	28	28
	87. % Gifted & Talented		1046	0	1.4	1.4	0	12	12

Pearson Product Moment Correlation

	AREA	Item	18. All Tests	19. Reading	20. Writing	21. Mathematics	22. African Am.	23. Hispanic	24. White	26. Econ. Disadvant.	29. SAT mean	30. ACT mean	Average	Max	Min.	Range
1	Students	8. % White	.700	.746	.638	.695	.096	.309	.200	.472	.501	.642	.500	.746	.096	.650
2	Students	15. % Attendance Rate	.656	.657	.650	.655	.281	.359	.486	.506	.429	.402	.508	.657	.281	.376
3	Teachers	53. % White	.600	.645	.576	.595	[illegible]	.190	.269	.345	.540	.621	.438	.645	-.001	.646
4	Inst. Expend.	82. % Regular Education	.547	.584	.466	.546	.207	.266	.240	.364	.388	.451	.406	.584	.207	.377
5	Teachers	55. % Reg. Education	.504	.553	.437	.499	.088	.261	.173	.371	.356	.376	.362	.553	.088	.465
6	Students	5. 5 yr % change in students	.448	.438	.402	.427	.421	.210	.280	.282	.228	.247	.338	.448	.210	.238
7	Staff	36. % Teachers	.420	.414	.460	.410	.104	.255	.248	.270	.302	.347	.323	.460	.104	.356
8	Staff	44. St. Staff Ratio	.377	.370	.364	.368	.148	.165	.184	.232	.245	.357	.281	.377	.146	.231
9	Taxes & Rev.	67. % Local & Other	.372	.361	.318	.362	.106	.067	.334	.094	.393	.410	.282	.410	.067	.343
10	Expenditure	77. % Non-Operating	.335	.347	.277	.326	.269	.144	.205	.186	.200	.267	.254	.347	.144	.203
11	Students	9. % Other	.259	.268	.215	.249	.167	.122	.261	.226	.159	.179	.213	.268	.132	.136
12	Students	14. % Gifted & Talented Ed.	.212	.196	.141	.208	.126	.138	.202	.157	.121	.115	.162	.212	.115	.097
13	Teachers	49. % Adv. Degrees	.156	.122	.140	.128	[illegible]	.123	.169	[illegible]	.201	.118	.113	.201	-.053	.254
14	Taxes & Rev.	61. Tax/pupil	.154	.159	.104	.159	.070	[illegible]	.187	[illegible]	.120	.181	.118	.187	.003	.184
15	Staff	40. M Camp Admin. $	.141	.093	.091	.123	.200	.127	.288	.167	.079	[illegible]	.133	.288	.027	.261
16	Staff	34. % Camp. Admin.	.111	.121	.148	.114	[illegible]	.195	[illegible]	.158	[illegible]	.099	.107	.195	.030	.165
17	Staff	45. St. Teacher Ratio	.106	.102	[illegible]	.104	.006	[illegible]	[illegible]	[illegible]	[illegible]	.156	.069	.156	-.027	.183
18	Students	11. % Special Edudation	.104	.146	.141	.113	[illegible]	.140	[illegible]	.215	[illegible]	[illegible]	.099	.215	-.037	.252
19	Staff	33. % Cent. Admin.	.090	.090	.153	.090	-.136	.069	[illegible]	.106	.000	[illegible]	.055	.152	-.135	.287
20	Staff	39. M Cent. Ad. $	.073	[illegible]	[illegible]	[illegible]	.154	.096	.120	.131	[illegible]	[illegible]	.069	.154	-.007	.161
21	Staff	42. M. Teacher $	[illegible]	[illegible]	[illegible]	[illegible]	.159	[illegible]	.178	.092	[illegible]	.097	.037	.178	-.080	.258
22	Teachers	60. % other Ed. (G & T)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.106	.117	[illegible]	.091	.014	.108	-.117	.225
23	Expenditure	74. % Campus Adminisrative	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.108	[illegible]	.073	[illegible]	[illegible]	.016	.108	-.028	.136
24	Inst. Expend.	83. % Special Ed.	[illegible]	[illegible]	[illegible]	[illegible]	.073	[illegible]	[illegible]	[illegible]	[illegible]	.091	.014	.086	-.073	.159
25	Inst. Expend.	87. % Gifted & Talented	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.072	.094	[illegible]	[illegible]	.004	.072	-.094	.166
26	Expenditure	75. % Plant Services	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.073	[illegible]	[illegible]	[illegible]	-.008	.062	-.071	.133
27	Teachers	48. M Yrs Exp.	[illegible]	.090	[illegible]	[illegible]	.136	.090	[illegible]	.090	[illegible]	[illegible]	-.041	.040	-.166	.206
28	Fund Bal.	70. % Fund Balance	[illegible]	[illegible]	[illegible]	.092	[illegible]	[illegible]	.097	.103	.128	.072	-.040	.103	-.128	.231
29	Teachers	56. % Spec. Ed.	[illegible]	[illegible]	[illegible]	.090	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-.040	-.018	-.065	.047
30	Teachers	54. % Other	-.070	-.068	-.095	-.092	.113	[illegible]	[illegible]	[illegible]	.092	.074	-.039	.113	-.095	.208
31	Taxes & Rev.	65. Total Revenue/Pupil	-.086	-.098	-.100	-.093	.108	[illegible]	.099	[illegible]	.090	.149	-.036	.108	-.148	.256
32	Staff	41. M Prof. Sup. Staff $	-.093	-.144	-.111	-.105	.183	[illegible]	[illegible]	[illegible]	.136	.122	-.050	.153	-.144	.297
33	Staff	35. % Prof. Staff	-.103	-.113	-.102	-.123	.094	.069	.102	.165	[illegible]	[illegible]	-.051	.102	-.165	.267
34	Students	17. No. Graduates	-.108	-.165	-.135	-.108	.073	.069	.174	.104	[illegible]	[illegible]	-.050	.174	-.165	.339
35	Taxes & Rev.	62. Equalized Tax R.	-.110	-.098	-.124	-.116	[illegible]	.145	.172	**-.261**	[illegible]	[illegible]	-.112	-.019	**-.261**	.242
36	Expenditure	72. % Instruction	-.127	-.159	-.092	-.122	.173	[illegible]	[illegible]	[illegible]	.073	.131	-.097	-.021	-.173	.152
37	Inst. Expend.	81. T. Inst. Exp/Pupil	-.156	-.173	-.161	-.156	[illegible]	[illegible]	[illegible]	[illegible]	.123	**-.192**	-.089	.054	-.192	.246
38	Inst. Expend.	86. % Career & Tech. Ed.	-.156	-.178	-.109	-.154	.148	[illegible]	.167	.094	.146	.163	-.137	-.053	-.176	.123
39	Students	4. No. Students	-.170	**-.226**	-.193	-.169	[illegible]	.096	.120	.134	.097	.079	-.101	.120	**-.226**	.346
40	Teachers	50. Te. Turnover Rate	-.171	-.163	-.142	-.162	.090	[illegible]	.110	.112	.166	**-.210**	-.129	.060	**-.210**	.270
41	Taxes & Rev.	64. Total Revenue	-.178	**-.236**	**-.202**	-.177	[illegible]	.102	.120	.142	.103	.085	-.107	.120	**-.236**	.356
42	Staff	32.Total Teacher FTE	-.178	**-.235**	**-.200**	-.177	[illegible]	.103	.120	.141	.101	.082	-.106	.120	**-.235**	.355
43	Students	3. # HSs	-.180	**-.238**	**-.200**	-.178	[illegible]	.096	.097	.130	.126	.091	-.112	.097	**-.238**	.335
44	Fund Bal.	71. Total Expenditures	-.183	**-.240**	**-.206**	-.181	[illegible]	.104	.116	.142	.108	.089	-.110	.116	**-.240**	.356
45	Staff	37. % Educ. Aids	-.188	-.177	-.190	-.190	-.187	-.188	.070	-.183	-.124	-.156	-.157	-.070	-.189	.119
46	Inst. Expend.	80. Total Instruction Exp.	-.190	**-.249**	**-.213**	-.189	[illegible]	-.106	.100	-.146	-.118	-.099	-.116	.109	**-.249**	.358
47	Expenditure	78. Total Operating Exp.	-.193	**-.251**	**-.215**	-.192	[illegible]	-.108	.109	-.148	-.116	-.100	-.118	.108	**-.251**	.359

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Bold = r≥.200;
Light shade= r= ± .200 to +.06), and
Dark Shade= p≥.05 (r≤.062)

Pearson Product Moment Correlation

2nd Page

	AREA	Item	18. All Tests	19. Reading	20. Writing	21. Mathematics	22. African Am.	23. Hispanic	24. White	26. Econ. Disadvant.	29. SAT mean	30. ACT mean	Average	Max	Min.	Range
48	Staff	31.Total FTE	-.203	-.260	-.224	-.201		-.115	.103	-.154	-.124	-.106	-.124	.103	-.260	.363
49	Teachers	47. % ≥ 5 yrs exper.	-.209	-.176	-.183	-.224			-.214	-.090	-.171	-.169	-.141	.057	-.224	.281
50	Students	13. % Career/Technology Ed.	-.211	-.185	-.171	-.197	-.137	-.151	-.240	-.209	-.103	-.096	-.170	-.096	-.240	.144
51	Students	2. Total Sch's	-.211	-.267	-.227	-.210		-.151	.098	-.186	-.112	-.102	-.133	.098	-.267	.365
52	Expenditure	79. Total Oper. Exp/Pupil	-.216	-.222	-.216	-.214					-.178	-.226	-.135	-.010	-.226	.216
53	Staff	38. % Auxiliary Staff	-.221	-.222	-.303	-.215		-.077	-.200	.104	-.186	-.199	-.169	.025	-.303	.328
54	Taxes & Rev.	69. Fund Balance	-.254	-.305	-.270	-.254	.079	-.140		-.180	-.177	-.165	-.160	.079	-.305	.384
55	Teachers	59. % Career-Tech Ed.	-.273	-.271	-.243	-.251	-.255	-.084	-.300	-.178	-.279	-.248	-.243	-.130	-.300	.170
56	Inst. Expend.	85. % Bilingual Ed.	-.282	-.319	-.262	-.272		-.177		.162	-.197	-.294	-.196	.009	-.319	.328
57	Expenditure	73. % Central Admin.	-.312	-.336	-.312	-.316	-.112	-.248	.128	-.215	-.276	-.323	-.258	-.112	-.336	.224
58	Taxes & Rev.	66. % State	-.321	-.305	-.272	-.311	.096		-.351	.084	-.367	-.358	-.251	-.046	-.367	.321
59	Taxes & Rev.	63. State Aid/Pupil	-.338	-.317	-.292	-.330	-.084		-.330	-.093	-.370	-.394	-.255	-.048	-.394	.346
60	Expenditure	76. % Other Operating	-.343	-.308	-.276	-.338	-.214	-.200	-.256	-.271	-.167	-.252	-.263	-.167	-.343	.176
61	Taxes & Rev.	68. % Federal	-.343	-.362	-.300	-.339	-.084	-.100	-.064	-.073	-.257	-.367	-.229	-.064	-.367	.303
62	Teachers	57. % Compen. Ed.	-.364	-.385	-.314	-.365	-.219	-.206	.186	-.322	-.212	-.198	-.277	-.186	-.385	.199
63	Teachers	46. %Te. ≥1 Permit	-.385	-.385	-.318	-.379	-.181	-.147	-.256	-.278	-.261	-.295	-.288	-.131	-.385	.254
64	Teachers	52. % Hispanic	-.388	-.411	-.339	-.378	.128	-.121	.081	-.150	-.336	-.459	-.255	.125	-.459	.584
65	Students	12. % Bilingual	-.391	-.446	-.350	-.376	.100	-.192	.061	.184	-.310	-.426	-.266	.100	-.446	.546
66	Teachers	58. % Bilingual Ed.	-.400	-.457	-.358	-.387	.127	-.185	.089	-.202	-.324	-.396	-.269	.122	-.457	.579
67	Students	6. % African Am.	-.406	-.434	-.405	-.416	-.247	.063	-.233	-.399	-.304	-.273	-.318	-.063	-.434	.371
68	Teachers	51. % African Am.	-.449	-.492	-.480	-.455	-.185	-.127	-.338	-.360	-.425	-.379	-.369	-.127	-.492	.365
69	Students	16. % Dropout	-.470	-.479	-.465	-.461	-.198	-.324	-.262	-.430	-.277	-.254	-.362	-.196	-.479	.283
70	Students	7. % Hispanic	-.492	-.523	-.422	-.480		-.290	-.090	-.259	-.343	-.508	-.337	.035	-.523	.558
71	Inst. Expend.	84. % Compensatory Ed.	-.584	-.635	-.514	-.576	-.203	-.313	-.319	-.386	-.427	-.501	-.446	-.203	-.635	.432
72	Staff	43. % Minority	-.621	-.671	-.597	-.616		-.228	-.208	-.390	-.508	-.633	-.450	-.025	-.671	.646
73	Students	10. % Econom. Disadvant.	-.788	-.813	-.707	-.769	-.273	-.409	-.424	-.504	-.550	-.639	-.588	-.273	-.813	.540

Critical Values of r for rejecting p=0

Two -tailed test

n	.050	.020	.010	.001
400	.098	.005	.128	.169
500	.088	.104	.115	.147
1000	.062	.074	.081	.104

Bold = r≥.200;
Light shade=p≤.05 to .001 (r= ± .200 to +.062), and
Dark Shade= p≥.05 (r≤.062)

Appendix D

The categories with largest extreme (Range: r≥.300) association with Texas' 10 outcome indicators. (The range column was sorted using Appendix C)

		TAAS													
Area	# & Category	All Tests	Reading	Writing	Math	African Am.	Hispanic	White	Econ. Disad.	SAT mean	ACT mean	Average	Max.	Min.	Range
Students	8. % White	.700	.746	.638	.695	.096	.309	.200	.472	.501	.642	.500	.746	.096	.650
Teachers	53. % White	.600	.645	.576	.595	-.001	.190	.269	.345	.540	.621	.438	.645	-.001	.646
Staff	43. % Minority	-.621	-.671	-.597	-.616	-.025	-.228	-.208	-.390	-.508	-.633	-.450	-.025	-.671	.646
Teachers	52. % Hispanic	-.388	-.411	-.339	-.378	.125	-.131	-.081	-.156	-.336	-.459	-.255	.125	-.459	.584
Teachers	58. % Bilin. Ed.	-.400	-.457	-.358	-.387	.122	-.195	-.089	-.202	-.324	-.396	-.269	.122	-.457	.579
Students	7. % Hispanic	-.492	-.523	-.422	-.480	.035	-.290	-.090	-.259	-.343	-.508	-.337	.035	-.523	.558
Students	12. % Bilin.	-.391	-.446	-.350	-.376	.100	-.192	-.081	-.184	-.310	-.426	-.266	.100	-.446	.546
Students	10. % Econ. Dis	-.788	-.813	-.707	-.769	-.273	-.409	-.424	-.504	-.550	-.639	-.588	-.273	-.813	.540
Teachers	55. % Reg. Ed.	.504	.553	.437	.499	.088	.261	.173	.371	.356	.376	.362	.553	.088	.465
Inst. Exp.	84. % Comp Ed	-.584	-.635	-.514	-.576	-.203	-.313	-.319	-.386	-.427	-.501	-.446	-.203	-.635	.432
T. & Rev.	69. Fund Bal	-.254	-.305	-.270	-.254	.079	-.140	.039	-.150	-.177	-.165	-.160	.079	-.305	.384
Inst. Exp.	82. % Reg. Ed.	.547	.584	.466	.546	.207	.266	.240	.364	.388	.451	.406	.584	.207	.377
Students	15. % Att. Rate	.656	.657	.650	.655	.281	.359	.486	.506	.429	.402	.508	.657	.281	.376
Students	6. % African Am	-.406	-.434	-.405	-.416	-.247	-.063	-.233	-.399	-.304	-.273	-.318	-.063	-.434	.371
Students	2. Total Sch's	-.211	-.267	-.227	-.210	-.001	-.131	.098	-.168	-.112	-.102	-.133	.098	-.267	.365
Teachers	51. % Af. Am.	-.449	-.492	-.480	-.455	-.186	-.127	-.338	-.360	-.425	-.379	-.369	-.127	-.492	.365
Staff	31.Total FTE	-.203	-.260	-.224	-.201	.040	-.115	.103	-.154	-.124	-.106	-.124	.103	-.260	.363
Exp.	78. T. Op. Exp.	-.193	-.251	-.215	-.192	.033	-.109	.108	-.148	-.116	-.100	-.118	.108	-.251	.359
Inst. Exp.	80. T.I Inst. Exp.	-.190	-.249	-.213	-.189	.036	-.106	.109	-.145	-.115	-.099	-.116	.109	-.249	.358
Staff	36. % Teachers	.420	.414	.460	.410	.104	.255	.248	.270	.302	.347	.323	.460	.104	.356
T. & Rev.	64. Total Rev.	-.178	-.236	-.202	-.177	.040	-.102	.120	-.142	-.103	-.085	-.107	.120	-.236	.356
Fund Bal.	71. T. Exp.	-.183	-.240	-.206	-.181	.039	-.104	.116	-.142	-.108	-.089	-.110	.116	-.240	.356
Staff	32.Total T. FTE	-.178	-.235	-.200	-.177	.038	-.103	.120	-.141	-.101	-.082	-.106	.120	-.235	.355

Appendix E

The categories with largest average association with Texas's 10 outcome indicators. (Materials taken from Appendix C data analysis)

Area	# & Category	All Tests	Reading	Writing	Math	African Am.	Hispanic	White	Econ. Disad.	SAT mean	ACT mean	Average ↓
Students	10. % Ec. Dis.	-.788	-.813	-.707	-.769	-.273	-.409	-.424	-.504	-.550	-.639	**-.588**
Students	15. % Att.. Rate	.656	.657	.650	.655	.281	.359	.486	.506	.429	.402	**.508**
Students	8. % White	.700	.746	.638	.695	.096	.309	.200	.472	.501	.642	**.500**
Inst. Exp.	84. % Comp Ed.	-.584	-.635	-.514	-.576	-.203	-.313	-.319	-.386	-.427	-.501	**-.446**
Staff	43. % Minority	-.621	-.671	-.597	-.616	-.025	-.228	-.208	-.390	-.508	-.633	**-.450**
Teachers	53. % White	.600	.645	.576	.595	-.001	.190	.269	.345	.540	.621	**.438**
Inst. Exp.	82. % Reg. Ed.	.547	.584	.466	.546	.207	.266	.240	.364	.388	.451	**.406**
Teachers	51. % Af. Am.	-.449	-.492	-.480	-.455	-.186	-.127	-.338	-.360	-.425	-.379	**-.369**
Teachers	55. % Reg. Ed.	.504	.553	.437	.499	.088	.261	.173	.371	.356	.376	**.362**
Students	16. % Dropout	-.470	-.479	-.465	-.461	-.196	-.324	-.262	-.430	-.277	-.254	**-.362**
Students	5. 5 yr % chVst	.448	.438	.402	.427	.421	.210	.280	.282	.228	.247	**.338**
Students	7. % Hispanic	-.492	-.523	-.422	-.480	.035	-.290	-.090	-.259	-.343	-.508	**-.337**
Staff	36. % Teachers	.420	.414	.460	.410	.104	.255	.248	.270	.302	.347	**.323**
Students	6. % African Am.	-.406	-.434	-.405	-.416	-.247	-.063	-.233	-.399	-.304	-.273	**-.318**
Teachers	46. %Te. ≥1 Per.	-.385	-.385	-.318	-.379	-.131	-.187	-.256	-.278	-.261	-.295	**-.288**
T. & Rev.	67. % L. & Other	.372	.361	.318	.362	.106	.067	.334	.094	.393	.410	**.282**
Staff	44. St. S.Ratio	.377	.370	.364	.368	.146	.165	.184	.232	.245	.357	**.281**
Teachers	57. % Com. Ed.	-.364	-.385	-.314	-.365	-.219	-.206	-.186	-.322	-.212	-.198	**-.277**
Teachers	58. % Bil. Ed.	-.400	-.457	-.358	-.387	.122	-.195	-.089	-.202	-.324	-.396	**-.269**
Students	12. % Bilingual	-.391	-.446	-.350	-.376	.100	-.192	-.081	-.184	-.310	-.426	**-.266**
Expend.	76. % Ot. Op.	-.343	-.308	-.276	-.338	-.214	-.200	-.256	-.271	-.167	-.252	**-.263**
Expend.	73. % Cen. Ad.	-.312	-.336	-.312	-.316	-.112	-.146	-.228	-.215	-.276	-.323	**-.258**
Teachers	52. % Hispanic	-.388	-.411	-.339	-.378	.125	-.131	-.081	-.156	-.336	-.459	**-.255**
T. & Rev.	63. St. Aid/Pupil	-.338	-.317	-.292	-.330	-.064	-.048	-.330	-.063	-.370	-.394	**-.255**
Expend.	77. % Non-Op.	.335	.347	.277	.326	.269	.144	.205	.166	.200	.267	**.254**
T. & Rev.	66. % State	-.321	-.305	-.272	-.311	-.096	-.046	-.351	-.084	-.367	-.358	**-.251**
Teachers	59. % C.-T. Ed.	-.273	-.271	-.243	-.251	-.255	-.130	-.300	-.178	-.279	-.248	**-.243**
T. & Rev.	68. % Federal	-.343	-.362	-.300	-.339	-.084	-.100	-.064	-.073	-.257	-.367	**-.229**
Students	9. % Other	.259	.268	.215	.249	.167	.132	.261	.226	.169	.179	**.213**

Exploratory Multiple Regression

Texas Assessment of Academic Skills (TASS)

All Tests (1)

Count	R	R^2	Adj. R^2	RMS Res.
954	77.1%	59.5%	58.7%	7.72

Analysis of Variance Table

Source	DF	Sum S.	M. Sq.	F-test
REGRESSION	18	81869	4548	76.3
RESIDUAL	935	55721	60	p = .0001
TOTAL	953	137590		

Beta Coefficient Table

	Variable:	Coef.:	Std. Err.	Std. Coeff	t-Value.:	Prob.:
	INTERCEPT	-334.1				
1	15. % Attenda...	3.75	.36	.27	10.53	.000
2	8. % White	.24	.03	.52	8.98	.000
3	**10. % Econom.**	**-.18**	**.03**	**-.26**	**6.43**	**.000**
4	**50. Te. Turnov..**	**-.22**	**.04**	**-.19**	**5.38**	**.000**
5	44. St. Staff R...	4.31	.88	.49	4.87	.000
6	**45. St. Teache..**	**-2.73**	**.50**	**-.57**	**5.49**	**.000**
7	7. % Hispanic	.12	.02	.26	5.26	.000
8	37. % Educ. Aide	.51	.11	.21	4.53	.000
9	38. % Auxiliar...	.45	.11	.21	4.24	.000
10	14. % Gifted	.32	.08	.09	4.25	.000
11	**48. M Yrs Exp.**	**-.67**	**.24**	**-.11**	**2.80**	**.005**
12	**42. M. Teacher I**	**.00**	**.00**	**.14**	**4.00**	**.000**
13	41. M Prof. Su...	.00	.00	.07	2.81	.005
14	17. No. Gradua...	.01	.00	.28	2.88	.004
15	56. % Spec. Ed.	.15	.07	.05	2.08	.038
16	46. %Te. ≥1 Pe...	-.14	.05	-.06	2.62	.009
17	**47. % ≥ 5 yrs ...**	**-.10**	**.05**	**-.09**	**2.06**	**.040**
18	**78. T. Operatin.**	**.00**	**.00**	**-.21**	**2.20**	**.028**

Reading (A1)

Count	R	R^2	Adj. R^2	RMS Res.
1041	79.4%	63.0%	62.3%	5.99

Analysis of Variance Table

Source	DF	Sum S.	M. Sq.	F-test
REGRESSION	19	62420	3285	91.5
RESIDUAL	1021	36668	36	p = .0001
TOTAL	1040	99089		

Beta Coefficient Table

	Variable:	Coef.:	Std. Err.:	Std. Coeff	t-Value.:	Prob.:
	INTERCEPT	-221.5				
1	15. % Attendan	2.75	.24	.26	11.71	.000
2	8. % White	.22	.02	.58	10.90	.000
3	**10. % Econom.**	**-.15**	**.02**	**-.29**	**8.19**	**.000**
4	7. % Hispanic	.11	.02	.29	6.11	.000
5	**12. % Bilingual**	**-.12**	**.03**	**-.11**	**3.98**	**.000**
6	64. Total Reve.	.00	.00	1.36	3.45	.001
7	37. % Educ. Aid	.26	.08	.14	3.37	.001
8	**78. T. Operatin**	**.00**	**.00**	**-1.28**	**3.28**	**.001**
9	42. M. Teacher	.00	.00	.09	3.27	.001
10	**13. % Career/..**	**-.11**	**.03**	**-.09**	**3.09**	**.002**
11	76. % Other	.25	.08	.07	3.09	.002
12	14. % Gifted	.16	.05	.06	3.07	.002
13	11. % Spec. Ed	.15	.05	.07	3.01	.003
14	44. St. Staff R..	1.83	.61	.29	3.00	.003
15	**50. Te. Turnov.**	**-.07**	**.02**	**-.06**	**2.82**	**.005**
16	79. Total Oper...	.00	.00	.08	2.41	.016
17	**45. St. Teache.**	**-.80**	**.34**	**-.23**	**2.34**	**.020**
18	59. % Career-...	.24	.11	.06	2.17	.030
19	38. % Auxiliar...	.14	.07	.09	2.07	.038

Writing (A2)

Count	R	R^2	Adj. R^2	RMS Res.
1032	65.7%	43.2%	41.9%	7.27

Analysis of Variance Table

Source	DF	Sum S.	M. Sq.	F-test
REGRESSION	23	40454	1759	33.3
RESIDUAL	1008	53228	53	p = .0001
TOTAL	1031	93683		

Beta Coefficient Table

	Variable:	Coef.:	Std. Err.	Std. Coeff	t-Value.:	Prob.:
	INTERCEPT	-134.5				
1	15. % Attendanc	2.91	.29	.27	9.90	.000
2	**10. % Econom.**	**-.13**	**.03**	**-.26**	**5.33**	**.000**
3	8. % White	.15	.03	.42	5.02	.000
4	**50. Te. Turnov..**	**-.14**	**.03**	**-.11**	**4.29**	**.000**
5	7. % Hispanic	.09	.02	.26	4.28	.000
6	**13. % Career/...**	**-.15**	**.04**	**-.13**	**3.46**	**.001**
7	11. % Spec. Ed.	.21	.07	.10	3.17	.002
8	**86. % Carsel ...**	**-1.05**	**.35**	**-.30**	**3.02**	**.003**
9	53. % White	.16	.05	.30	3.01	.003
10	**45. St. Teache..**	**-.72**	**.25**	**-.21**	**2.90**	**.004**
11	**84. % Compens**	**-.95**	**.33**	**-.87**	**2.88**	**.004**
12	**82. % Regular ...**	**-.92**	**.33**	**-.89**	**2.80**	**.005**
13	43. % Minority	.17	.06	.38	2.71	.007
14	**85. % Bilingual.**	**-.88**	**.36**	**-.21**	**2.44**	**.008**
15	**83. % Special ...**	**-.84**	**.33**	**-.39**	**2.51**	**.012**
16	44. St. Staff R...	1.04	.45	.17	2.34	.020
17	**87. % Gifted &...**	**-.82**	**.36**	**-.12**	**2.31**	**.021**
18	59. % Career-...	.37	.16	.10	2.28	.023
19	**34. % Camp. A...**	**-.33**	**.21**	**-.06**	**2.27**	**.024**
20	38. % Auxiliar...	.10	.05	.06	2.14	.033
21	42. M. Teacher I	.00	.00	.07	2.10	.036
22	**46. %Te. ≥1 Pe.**	**-.10**	**.05**	**-.06**	**2.07**	**.039**
23	*12. % Bilingual*	*-.08*	*.04*	*-.08*	*1.93*	*.054*

Math (A3)

Count	R	R^2	Adj. R^2	RMS Res.
963	73.4%	53.9%	53.3%	8.04

Analysis of Variance Table

Source	DF	Sum S.	M. Sq.	F-test
REGRESSION	13	71047	5465	84.454
RESIDUAL	939	60764.1	65	p = .0001
TOTAL	952	131811		

Beta Coefficient Table

	Variable:	Coef.:	Std. Err.:	Std. Coeff	t-Value.:	Prob.:
	INTERCEPT	-335.1				
1	15. % Attendan	4.06	.37	.30	11.10	.000
2	8. % White	.14	.02	.31	7.00	.000
3	**10. % Econom.**	**-.19**	**.03**	**-.29**	**6.81**	**.000**
4	**50. Te. Turnov.**	**-.25**	**.04**	**-.15**	**6.19**	**.000**
5	42. M. Teacher	.00	.00	.14	4.52	.000
6	**45. St. Teache.**	**-.55**	**.17**	**-.11**	**3.18**	**.002**
7	**35. % Prof. St.**	**-.43**	**.15**	**-.09**	**2.80**	**.005**
8	17. No. Gradua	.01	.00	.27	2.48	.013
9	12. % Bilingual	.10	.04	.08	2.47	.014
10	41. M Prof. Su...	.00	.00	.06	2.27	.023
11	65. Total Reve.	.00	.00	-.06	2.20	.028
12	**19. % Dropout**	**-.48**	**.22**	**-.08**	**2.10**	**.036**
13	*71. Total Expe.*	*.00*	*.00*	*-.21*	*1.94*	*.053*

Code: **Shade** = Negative association, and *Italics* = marginal probability or p≥.05 but less than .06.

Note: Of the study's 74 independent variables, less than a quarter of them had an important (p≤.05) association with the dependent variable. Accumulatively, they accounted for about half (54%) of the variance between the independent variables and the dependent variable--what accounts for the other 50%?

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Appendix F

African Americans (TAAS: AA)

Count	R	R^2	Adj. R^2	RMS Res.
592	42.3%	17.9%	16.4%	13.184

Analysis of Variance Table

Source	DF:	Sum S.:	M. Sq:	F-test:
REGRESSION	11	22030	2002.7	11.5
RESIDUAL	580	100811	173.8	p = .0001
TOTAL	591	122841		

Beta Coefficient Table

	Variable:	Coef.:	Std. Err.	Std. Coeff	t-Value.:	Prob.:
	INTERCEPT	-247.4				
1	10. % Econom.	-.245	.053	-.264	4.60	.000
2	5. 5 yr % change	.200	.044	.191	4.53	.000
3	15. % Attenda...	2.676	.797	.144	3.36	.001
4	43. % Minority	.188	.058	.216	3.21	.001
5	11. % Spec. Ed.	.435	.155	.121	2.81	.005
6	81. T. Inst. Exp..	.004	.001	.205	2.68	.008
7	36. % Teachers	.369	.140	.114	2.63	.009
8	7. % Hispanic	.093	.038	.146	2.49	.013
9	65. Total Reve..	-.002	.001	-.136	2.14	.033
10	42. M. Teacher S	.001	.000	.105	2.12	.034
11	72. % Instructi..	-.335	.158	-.100	2.12	.035

Hispanic (TAAS:HI)

Count:	R:	R^2	Adj. R^2	RMS Res.
877	42.5%	18.1%	17.0%	12.987

Source	DF:	Sum S.:	M. Sq:	F-test:
REGRESSION	11	32198.7	2927.0	17.4
RESIDUAL	865	145883	168.7	p = .0001
TOTAL	876	178080		

Beta Coefficient Table

	Variable:	Coef.:	Std. Err.:	Std. Coeff	t-Value.:	Prob.:
	INTERCEPT	-270.241				
1	15. % Attenda..	2.909	.602	.174	4.84	.000
2	8. % White	.157	.042	.287	3.73	.000
3	42. M. Teacher	.001	.000	.144	3.39	.001
4	80. Te. Turnov	-.218	.067	-.113	3.28	.001
5	79. Total Oper..	.003	.001	.320	3.26	.001	
6	81. T. Inst. Exp	.000	.000	-.121	2.95	.003
7	49. % Adv. De..	.131	.047	.098	2.79	.005
8	81. T. Inst. Exp	.004	.002	.331	2.52	.012
9	84. % Compen	-.210	.087	-.087	2.42	.016
10	16. % Dropout	-.727	.353	-.073	2.06	.040
11	43. % Minority	.093	.047	.140	1.98	.048

White (TASS: WI)

Count	R	R^2	Adj. R^2	RMS Res.
943	60.0%	36.0%	34.6%	8.391

Analysis of Variance Table

Source	DF:	Sum S.:	M. Sq:	F-test:
REGRESSION	21	36500	1738.09	24.686
RESIDUAL	921	64847	70.409	p = .0001
TOTAL	942	101347		

Beta Coefficient Table

	Variable:	Coef.:	Std. Err.	Std. Coeff	t-Value.:	Prob.:
	INTERCEPT	-296.3				
1	15. % Attenda...	3.86	.40	.32	9.77	.000
2	51. % Af. Am.	-.50	.07	-.33	7.54	.000
3	43. % Minority	.37	.05	.69	6.93	.000
4	52. % Hispanic	-.35	.06	-.52	6.20	.000
5	80. Te. Turnov..	-.28	.04	-.18	5.92	.000
6	10. % Econom.	-.14	.03	-.23	5.01	.000
7	17. No. Gradua..	.00	.00	.12	4.10	.000
8	79. Total Oper...	.00	.00	.53	3.92	.000
9	14. % Gifted	.30	.08	.10	3.58	.000
10	81. T. Inst. Exp.	.00	.00	-.22	3.09	.002
11	33. % Cent. Ad.	-.99	.31	-.11	3.03	.003
12	44. St. Staff R....	1.68	.57	.22	2.92	.004
13	83. State Aid/...	.00	.00	-.10	2.87	.004
14	45. St. Teache...	-.90	.33	-.22	2.70	.007
15	37. % Educ. Aid	.17	.07	.08	2.49	.013
16	65. Total Reve..	.00	.00	-.10	2.48	.013
17	73. % Central ...	-.37	.16	-.10	2.30	.022
18	75. % Plant Se..	-.38	.17	-.08	2.28	.023
19	47. % ≥ 5 yrs ...	-.07	.03	-.07	2.25	.024
20	68. % Federal	.19	.09	.08	2.08	.038
21	41 M Prof. Su...	.00	.00	.07	2.05	.041

Economically Disadvanteged (TASS: ED)

Count:	R:	R^2	Adj. R^2	RMS Res.
943	59.5%	35.4%	34.2%	8.415

Analysis of Variance Table

Source	DF:	Sum S.:	M. Sq:	F-test:
REGRESSION	17	35846.4	2108.6	29.778
RESIDUAL	925	65500.4	70.8	p = .0001
TOTAL	942	101347		

Beta Coefficient Table

	Variable:	Coef.:	Std. Err.:	Std. Coeff	t-Value.:	Prob.:
	INTERCEPT	-362.405				
1	15. % Attenda..	4.030	.386	.334	10.44	.000
2	53. % White	.436	.057	.593	7.60	.000
3	43. % Minority	.393	.053	.743	7.39	.000
4	80. Te. Turnov	.283	.042	-.194	6.81	.000
5	10. % Econom.	-.149	.027	-.253	5.48	.000
6	33. % Cent. Ad	-1.203	.302	-.142	3.99	.000
7	14. % Gifted	.326	.082	.110	3.96	.000
8	17. No. Gradua	.002	.001	.095	3.17	.002
9	12. % Bilingual	.156	.050	.123	3.14	.002
10	44. St. Staff R..	1.613	.561	.209	2.88	.004
11	45. St. Teache..	-.909	.328	-.318	2.77	.006
12	83. State Aid/..	-.001	.000	-.084	2.57	.011
13	46. %Te. ≥1 Ye	-.144	.059	-.049	2.44	.015
14	37. % Educ. Aic	.164	.069	.077	2.40	.017
15	79. Total Oper..	.001	.000	.097	2.15	.032
16	41. M Prof. Su..	.000	.000	.068	2.09	.037
17	*68. % Federal*	*.180*	*.093*	*.070*	*1.95*	*.052*

Appendix F

SAT Mean

Count	R	R^2	Adj. R^2	RMS Res.
680	55.0%	30.3%	**28.6%**	61.21

Analysis of Variance Table

Source	DF	Sum S.	M. Sq.	F-test
REGRESSION	14	1083279	77377.1	20.7
RESIDUAL	665	2491675	3746.88	p = .0001
TOTAL	679	3574954		

Beta Coefficient Table

	Variable:	Coef.:	Std. Err.	Std. Coeff	t-Value.:	Prob.:
	INTERCEPT	1136.2				
1	**03. State Aid/...**	**-.02**	**.003**	**-.355**	**6.13**	**.000**
2	**51. % Af. Am.**	**-1.87**	**.346**	**-.199**	**5.69**	**.000**
3	**10. % Econom.**	**-1.04**	**.189**	**-.208**	**5.51**	**.000**
4	**45. St. Teache..**	**-8.74**	**2.023**	**-.247**	**4.25**	**.000**
5	39. M Cent. Ad..	.00	.000	.139	3.63	.000
6	68. % Federal	2.56	.819	.142	3.12	.002
7	**80. Te. Turnov..**	**-1.24**	**.491**	**-.090**	**2.81**	**.009**
8	64. Total Reve...	.00	.000	1.807	2.55	.011
9	78. T. Operatin..	.00	.000	-1.748	2.48	.014
10	48. M Yrs Exp.	3.84	1.561	.097	2.46	.014
11	**79. Total Oper..**	**-.02**	**.006**	**-.202**	**2.45**	**.015**
12	11. % Spec. Ed.	1.62	.701	.087	2.30	.022
13	**72. % Instructl..**	**-1.29**	**.606**	**-.077**	**2.12**	**.034**
14	**65. Total Reve..**	**-.01**	**.008**	**-.146**	**1.96**	**.050**

ACT Mean

Count	R	R^2	Adj. R^2	RMS Res.
833	65.2%	42.5%	**41.8%**	1.20

Analysis of Variance Table

Source	DF	Sum S.	M. Sq.	F-test
REGRESSION	11	880.6	80.1	55.2
RESIDUAL	821	1190.3	1.45	p = .0001
TOTAL	832	2070.8		

Beta Coefficient Table

	Variable:	Coef.:	Std. Err.:	Std. Coeff	t-Value.:	Prob.:
	INTERCEPT	18.247				
1	53. % White	.028	.003	.329	8.566	.000
2	**10. % Econom.**	**-.022**	**.004**	**-.282**	**6.387**	**.000**
3	**03. State Aid/..**	**.000**	**.000**	**-.142**	**4.612**	**.000**
4	**4. % African A.**	**-.015**	**.004**	**-.115**	**4.139**	**.000**
5	11. % Spec. Ed	.047	.013	.114	3.584	.000
6	17. No. Gradua	.002	.000	.472	3.402	.001
7	**80. % Spec. Ed**	**-.043**	**.014**	**-.109**	**3.048**	**.002**
8	4. No. Students	.000	.000	-.393	2.864	.004
9	13. % Career/..	.077	.029	.097	2.649	.008
10	65. Total Reve.	.106	.042	.088	2.500	.013
11	**59. % Career-..**	**-.022**	**.009**	**-.090**	**2.406**	**.016**

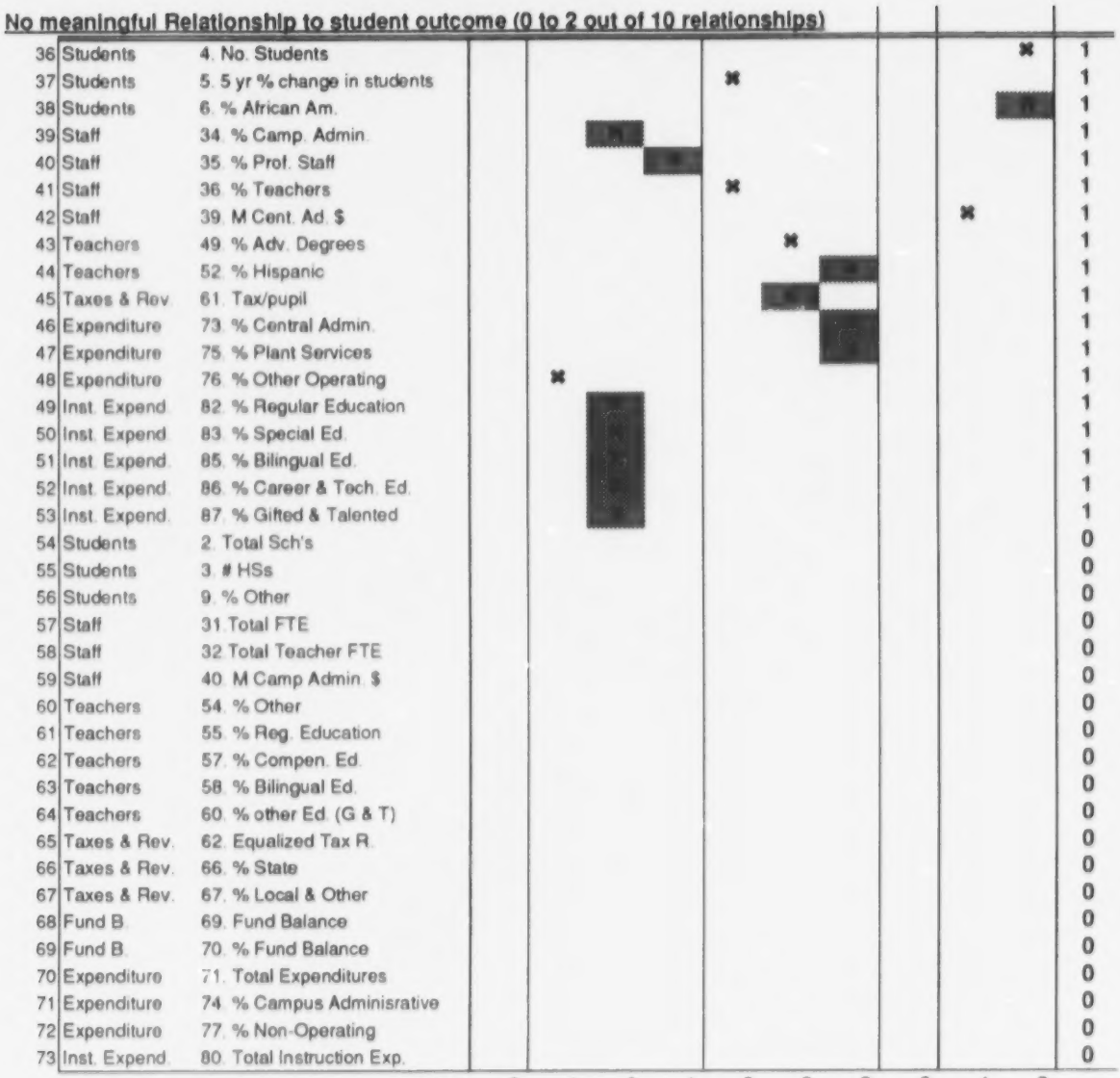
Appendix G

Summary

Exploratory Multiple Regression (See Appendix D)

	Area	Category	All Tests	Reading	Writing	Math	African Am.	Hispanic	White	Ec. Dis.	SAT	ACT	Number
			1	2	3	4	5	6	7	8	9	10	
Strong Relationships to student outcome (5 - 9 significant relationships out of 10 relationships)													
1	Students	10. % Econom. Disadvant.											9
2	Students	15. % Attendance Rate	✖	✖	✖	✖	✖	✖	✖	✖			8
3	Teachers	50. Te. Turnover Rate											8
4	Staff	45. St. Teacher Ratio											7
5	Staff	42. M. Teacher $	✖	✖	✖	✖	✖	✖					6
6	Students	8. % White	✖	✖	✖	✖		✖					5
7	Students	11. % Special Edudation		✖	✖		✖				✖	✖	5
8	Students	17. No. Graduates	✖			✖			✖	✖		✖	5
9	Staff	43. % Minority			✖		✖	✖	✖	✖			5
10	Staff	44. St. Staff Ratio	✖	✖	✖				✖	✖			5
11	Taxes & Rev.	65. Total Revenue/Pupil				✖						✖	5
12	Expenditure	79. Total Oper. Exp/Pupil		✖				✖	✖	✖			5
		Total	8	9	9	8	6	6	9	8	6	4	
Moderate Relationships to student outcome (3 - 4 out of 10 relationships)													
13	Students	7. % Hispanic	✖	✖	✖		✖						4
14	Students	14. % Gifted & Talented Ed.	✖	✖					✖	✖			4
15	Staff	37. % Educ. Aids	✖	✖					✖	✖			4
16	Staff	41. M Prof. Sup. Staff $	✖			✖			✖	✖			4
17	Taxes & Rev.	63. State Aid/Pupil											4
18	Students	12. % Bilingual				✖				✖			3
19	Students	13. % Career/Technology Ed.										✖	3
20	Staff	38. % Auxiliary Staff	✖	✖	✖								3
21	Teachers	46. %Te. ≥1 Permit	✖										3
22	Teachers	53. % White			✖					✖		✖	3
23	Teachers	59. % Career-Tech Ed.		✖	✖								3
24	Expenditure	78. Total Operating Exp.	✖	✖							✖		3
25	Inst. Expend.	81. T. Inst. Exp/Pupil					✖						3
26	Students	16. % Dropout											2
27	Staff	33. % Cent. Admin.											2
28	Teachers	47. % ≥ 5 yrs exper.											2
29	Teachers	48. M Yrs Exp.									✖		2
30	Teachers	51. % African Am.											2
31	Teachers	56. % Spec. Ed.	✖										2
32	Taxes & Rev.	64. Total Revenue		✖							✖		2
33	Taxes & Rev.	68. % Federal							✖		✖		2
34	Expenditure	72. % Instruction											2
35	Inst. Expend.	84. % Compensatory Ed.											2
		Total	10	9	7	3	3	3	9	8	7	5	

No meaningful Relationship to student outcome (0 to 2 out of 10 relationships)



36	Students	4. No. Students	1
37	Students	5. 5 yr % change in students	1
38	Students	6. % African Am.	1
39	Staff	34. % Camp. Admin.	1
40	Staff	35. % Prof. Staff	1
41	Staff	36. % Teachers	1
42	Staff	39. M Cent. Ad. $	1
43	Teachers	49. % Adv. Degrees	1
44	Teachers	52. % Hispanic	1
45	Taxes & Rev.	61. Tax/pupil	1
46	Expenditure	73. % Central Admin.	1
47	Expenditure	75. % Plant Services	1
48	Expenditure	76. % Other Operating	1
49	Inst. Expend.	82. % Regular Education	1
50	Inst. Expend.	83. % Special Ed.	1
51	Inst. Expend.	85. % Bilingual Ed.	1
52	Inst. Expend.	86. % Career & Tech. Ed.	1
53	Inst. Expend.	87. % Gifted & Talented	1
54	Students	2. Total Sch's	0
55	Students	3. # HSs	0
56	Students	9. % Other	0
57	Staff	31 Total FTE	0
58	Staff	32 Total Teacher FTE	0
59	Staff	40. M Camp Admin. $	0
60	Teachers	54. % Other	0
61	Teachers	55. % Reg. Education	0
62	Teachers	57. % Compen. Ed.	0
63	Teachers	58. % Bilingual Ed.	0
64	Teachers	60. % other Ed. (G & T)	0
65	Taxes & Rev.	62. Equalized Tax R.	0
66	Taxes & Rev.	66. % State	0
67	Taxes & Rev.	67. % Local & Other	0
68	Fund B.	69. Fund Balance	0
69	Fund B.	70. % Fund Balance	0
70	Expenditure	71. Total Expenditures	0
71	Expenditure	74. % Campus Adminisrative	0
72	Expenditure	77. % Non-Operating	0
73	Inst. Expend.	80. Total Instruction Exp.	0
		Total	

Total	**0**	**1**	**6**	**1**	**2**	**2**	**3**	**0**	**1**	**2**	
Grand Total	**20**	**21**	**24**	**14**	**13**	**13**	**23**	**18**	**16**	**13**	**10**

X = Positive significant ($p \leq .05$) relationship to student outcome indicator, and **Shaded X** = Negative significant relationship to a student outcome indicator.

Appendix H

1a A significantly positive associations among **Economically Disadvantaged students** and the 72 other report card categories.

	Variable	Correlation	Number	Sign. Probability
1	6. % African Am. (Students)	.125	1046	.000
2	7. % Hispanic	.652	1046	.000
3	12. % Bilingual	.543	1046	.000
4	16. % Dropout	.238	1022	.000
5	33. % Cent. Admin.	.083	1046	.007
6	37. % Educ. Aids	.345	1046	.000
7	38. % Auxiliary Staff	.069	1046	.026
8	43. % Minority	.603	1046	.000
9	46. %Te. ≥1 Permit	.293	1046	.000
10	47. % ≥ 5 yrs exper.	.224	1046	.000
11	50. Teacher Turnover Rate	.168	1046	.000
12	51. % African Am (Staff)	.136	1046	.000
13	52. % Hispanic	.518	1046	.000
14	57. % Compen. Ed.	.295	1046	.000
15	58. % Bilingual Ed.	.425	1046	.000
16	59. % Career-Tech Ed.	.071	1046	.021
17	63. State Aid/Pupil	.303	1046	.000
18	66. % State	.254	1043	.000
19	68. % Federal	.612	1043	.000
20	69. Fund Balance	.061	1046	.048
21	70. % Fund Balance	.062	1046	.044
22	73. % Central Admin.	.130	1045	.000
23	76. % Other	.176	1045	.000
24	79. Total Oper. Exp/Pupil	.131	1045	.000
25	81. T. Inst. Exp/Pupil	.135	1046	.000
26	84. % Compensatory Ed.	.641	1046	.000
27	85. % Bilingual Ed.	.314	1046	.000
28	86. % Career & Tech. Ed.	.078	1046	.011

1b Significantly negative associations among **Economically Disadvantaged students** and the other 72 report card categories.

	Variable	Correlation	Number	Sign. Prob.
1	8. % White	-.706	1046	.000
2	9. % Other	-.226	1046	.000
3	14. % Gifted	-.149	1046	.000
4	15. % Attendance	-.198	1046	.000
5	35. % Prof. Staff	-.099	1046	.001
6	36. % Teachers	-.378	1046	.000
7	39. M Cent. Ad. $	-.189	1044	.000
8	40. M Camp Admin. $	-.090	1044	.004
9	42. M. Teacher $	-.144	1045	.000
10	44. St. Staff Ratio	-.368	1046	.000
11	45. St. Teacher Ratio	-.174	1046	.000
12	48. M Yrs Exp.	-.115	1046	.000
13	49. % Adv. Degrees	-.232	1046	.000
14	5. 5 yr % change	-.139	1046	.000
15	53. % White	-.547	1046	.000
16	55. % Reg. Education	-.369	1046	.000
17	60. % other Ed. (G & T)	-.125	1046	.000
18	61. Tax/pupil	-.117	1046	.000
19	67. % Local & Other	-.351	1043	.000
20	77. % Non-Operating	-.164	1045	.000
21	82. % Regular Education	-.496	1046	.000
22	83. % Special Ed.	-.063	1046	.043
23	87. % Gifted & Talented	-.175	1046	.000

2a Significantly positive associations among **Attendance Rate** and the other 72 report card categories.

	Variable	Correlation	Number	Sign. Prob.
1	8. % White	.268	1046	.000
2	11. % Spec. Ed.	.132	1046	.000
3	14. % Gifted	.173	1046	.000
4	33. % Cent. Admin.	.287	1046	.000
5	34. % Camp. Admin.	.065	1046	.036
6	36. % Teachers	.166	1046	.000
7	53. % White	.291	1046	.000
8	55. % Reg. Education	.312	1046	.000
9	61. Tax/pupil	.170	1046	.000
10	65. Total Revenue/Pupil	.234	1044	.000
11	67. % Local & Other	.102	1043	.001
12	70. % Fund Balance	.256	1046	.000
13	73. % Central Admin.	.246	1045	.000
14	79. Total Oper. Exp/Pupil	.257	1045	.000
15	81. T. Inst. Exp/Pupil	.242	1046	.000

2b Significantly negative associations among **Attendance Rate** and 72 report card categories.

	Variable	Correlation	Number	Sign. Prob.
1	2.Total Sch's	-.290	1046	.000
2	3. # HSs	-.279	1046	.000
3	4. No. Students	-.276	1046	.000
4	6. % African Am.	-.246	1046	.000
5	7. % Hispanic	-.148	1046	.000
6	9. % Other	-.083	1046	.007
7	10. % Econom. Disadvant.	-.198	1046	.000
8	12. % Bilingual	-.173	1046	.000
9	16. % Dropout	-.379	1022	.000
10	17. No. Graduates	-.282	966	.000
11	31.Total FTE	-.290	1046	.000
12	32.Total Teacher FTE	-.281	1046	.000
13	35. % Prof. Staff	-.325	1046	.000
14	38. % Auxiliary Staff	-.120	1046	.000
15	39. M Cent. Ad. $	-.197	1044	.000
16	40. M Camp Admin. $	-.230	1044	.000
17	41. M Prof. Sup. Staff $	-.265	1027	.000
18	42. M. Teacher $	-.147	1045	.000
19	43. % Minority	-.280	1046	.000
20	44. St. Staff Ratio	-.237	1046	.000
21	45. St. Teacher Ratio	-.334	1046	.000
22	46. %Te. ≥1 Permit	-.104	1046	.001
23	49. % Adv. Degrees	-.083	1046	.007
24	51. % Af. Am.	-.304	1046	.000
25	52. % Hispanic	-.183	1046	.000
26	56. % Spec. Ed.	-.182	1046	.000
27	57. % Compen. Ed.	-.113	1046	.000
28	58. % Bilingual Ed.	-.205	1046	.000
29	60. % other Ed. (G & T)	-.224	1046	.000
30	62. Equalized Tax R.	-.252	1046	.000
31	64. Total Revenue	-.278	1044	.000
32	66. % State	-.075	1043	.016
33	68. % Federal	-.182	1043	.000
34	69. Fund Balance	-.304	1046	.000
35	71. Total Expenditures	-.277	1045	.000
36	75. % Plant Services	-.151	1045	.000
37	76. % Other	-.145	1045	.000
38	78. T. Operating Exp.	-.278	1045	.000
39	80. Total Instruction Exp.	-.275	1046	.000
40	83. % Special Ed.	-.117	1046	.000
41	84. % Compensatory Ed.	-.133	1046	.000
42	85. % Bilingual Ed.	-.166	1046	.000
43	87. % Gifted & Talented	-.090	1046	.004

3a Significantly positive associations among **Teacher Turnover Rate** and 72 report card categories.

	Variable	Correlation	Number	Sign. Prob.
1	7. % Hispanic	.067	1046	.030
2	10. % Econom. Disadvant	.168	1046	.000
3	11. % Spec. Ed.	.100	1046	.001
4	12. % Bilingual	.061	1046	.050
5	13. % Career/Technology Ed.	.067	1046	.029
6	33. % Cent. Admin.	.179	1046	.000
7	34. % Camp. Admin.	.121	1046	.000
8	46. %Te. ≥1 Permit	.139	1046	.000
9	47. % ≥ 5 yrs exper.	.440	1046	.000
10	63. State Aid/Pupil	.177	1046	.000
11	65. Total Revenue/Pupil	.068	1044	.028
12	66. % State	.108	1043	.001
13	68. % Federal	.074	1043	.017
14	70. % Fund Balance	.065	1046	.036
15	73. % Central Admin.	.170	1045	.000
16	79. Total Oper. Exp/Pupil	.088	1045	.005
17	84. % Compensatory Ed.	.104	1046	.001
18	86. % Career & Tech. Ed.	.085	1046	.006

3b Significantly negative associations among **Teacher Turnover Rate** and 72 report card categories.

	Variable	Correlation	Number	Sign. Prob.
1	2.Total Sch's	-.093	1046	.003
2	3. # HSs	-.104	1046	.001
3	4. No. Students	-.091	1046	.003
4	8. % White	-.086	1046	.005
5	17. No. Graduates	-.120	966	.000
6	31.Total FTE	-.094	1046	.002
7	32.Total Teacher FTE	-.093	1046	.003
8	35. % Prof. Staff	-.096	1046	.002
9	39. M Cent. Ad. $	-.118	1044	.000
10	41. M Prof. Sup. Staff $	-.151	1027	.000
11	42. M. Teacher $	-.341	1045	.000
12	44. St. Staff Ratio	-.193	1046	.000
13	45. St. Teacher Ratio	-.180	1046	.000
14	48. M Yrs Exp.	-.381	1046	.000
15	49. % Adv. Degrees	-.186	1046	.000
16	56. % Spec. Ed.	-.074	1046	.016
17	60. % other Ed. (G & T)	-.136	1046	.000
18	64. Total Revenue	-.090	1044	.004
19	67. % Local & Other	-.115	1043	.000
20	69. Fund Balance	-.112	1046	.000
21	71. Total Expenditures	-.090	1045	.004
22	72. % Instruction	-.131	1045	.000
23	75. % Plant Services	-.075	1045	.015
24	78. T. Operating Exp.	-.089	1045	.004
25	80. Total Instruction Exp.	-.089	1046	.004
26	82. % Regular Education	-.068	1046	.028
27	87. % Gifted & Talented	-.065	1046	.035

4a Significantly positive associations among **Student-Teacher Ratio (STR)** and the other 72 report card categories.

	Variable	Correlation	Number	Sign. Prob.
1	2.Total Sch's	.285	1046	.000
2	3. # HSs	.274	1046	.000
3	4. No. Students	.294	1046	.000
4	5. 5 yr % change	.341	1046	.000
5	6. % African Am.	.140	1046	.000
6	9. % Other	.220	1046	.000
7	12. % Bilingual	.101	1046	.001
8	16. % Dropout	.259	1022	.000
9	17. No. Graduates	.356	966	.000
10	31.Total FTE	.297	1046	.000
11	32.Total Teacher FTE	.291	1046	.000
12	35. % Prof. Staff	.414	1046	.000
13	38. % Auxiliary Staff	.202	1046	.000
14	39. M Cent. Ad. $	.374	1044	.000
15	40. M Camp Admin. $	.369	1044	.000
16	41. M Prof. Sup. Staff $	.399	1027	.000
17	42. M. Teacher $	.314	1045	.000
18	43. % Minority	.156	1046	.000
19	44. St. Staff Ratio	.887	1046	.000
20	48. M Yrs Exp.	.095	1046	.002
21	49. % Adv. Degrees	.153	1046	.000
22	51. % Af. Am.	.146	1046	.000
23	52. % Hispanic	.113	1046	.000
24	56. % Spec. Ed.	.127	1046	.000
25	58. % Bilingual Ed.	.201	1046	.000
26	60. % other Ed. (G & T)	.330	1046	.000
27	62. Equalized Tax R.	.135	1046	.000
28	64. Total Revenue	.284	1044	.000
29	66. % State	.069	1043	.026
30	69. Fund Balance	.317	1046	.000
31	71. Total Expenditures	.282	1045	.000
32	76. % Other	.173	1045	.000
33	77. % Non-Operating	.236	1045	.000
34	78. T. Operating Exp.	.277	1045	.000
35	80. Total Instruction Exp.	.276	1046	.000
36	83. % Special Ed.	.140	1046	.000
37	85. % Bilingual Ed.	.184	1046	.000
38	87. % Gifted & Talented	.123	1046	.000

4b Significantly negative associations among **Student-Teacher Ratio (STR)** and the other 72 report card categories.

	Variable	Correlation	Number	Sign. Prob.
1	8. % White	-.093	1046	.003
2	10. % Econom. Disadvant.	-.174	1046	.000
3	11. % Spec. Ed.	-.268	1046	.000
4	13. % Career/Technology Ed.	-.227	1046	.000
5	14. % Gifted	-.149	1046	.000
6	15. % Attendance	-.334	1046	.000
7	33. % Cent. Admin.	-.507	1046	.000
8	34. % Camp. Admin.	-.090	1046	.004
9	36. % Teachers	-.242	1046	.000
10	46. %Te. ≥1 Permit	-.139	1046	.000
11	47. % ≥ 5 yrs exper.	-.148	1046	.000
12	50. Te. Turnover Rate	-.180	1046	.000
13	53. % White	-.165	1046	.000
14	55. % Reg. Education	-.166	1046	.000
15	59. % Career-Tech Ed.	-.232	1046	.000
16	61. Tax/pupil	-.331	1046	.000
17	63. State Aid/Pupil	-.138	1046	.000
18	65. Total Revenue/Pupil	-.535	1044	.000
19	67. % Local & Other	-.073	1043	.019
20	70. % Fund Balance	-.305	1046	.000
21	73. % Central Admin.	-.519	1045	.000
22	79. Total Oper. Exp/Pupil	-.675	1045	.000
23	81. T. Inst. Exp/Pupil	-.659	1046	.000
24	86. % Career & Tech. Ed.	-.201	1046	.000

Z-Score Outcome Analysis

Accreitation Status

				All Tests	Reading	Writing	Math	Af. Am.	Hisp.	White	Ec. Dis.	SAT	ACT	Average	Rank
Exemplary (EX)															
1	---EX---	ALLAMOORE	115 HUDSPETH	•	•	•	•	•	•	•	•	•	•	•	•
2	---EX---	MUENSTER	049 COOKE	2.8	1.9	1.4	2.5	•	•	2.5	3.5	.9	3.4	2.4	1042
3	---EX---	HIGHLAND PARK	057 DALLAS	2.7	2.0	1.8	2.4	•	2.9	2.3	•	2.8	2.7	2.5	1043
4	---EX---	MEYERSVILLE	062 DEWITT	2.7	1.9	1.9	2.5	•	1.2	2.6	2.4	•	•	2.2	1041
5	---EX---	THREE WAY	072 ERATH	2.5	1.6	•	2.6	•	2.9	2.3	3.4	•	•	2.5	1044
6	---EX---	ERA	049 COOKE	2.4	1.4	1.7	2.4	•	1.1	2.0	3.4	•	•	2.0	1039
Accredited Warned (AW)															
1	--AW--	LAKEVIEW	096 HALL	-2.9	-4.5	-3.7	-3.7	•	-1.7	•	-2.1	•	•	-3.1	2
2	--AW--	MORGAN	018 BOSQUE	-3.0	-3.7	-4.5	-3.7	•	-2.7	-3.4	-2.1	•	•	-3.3	1
3	--AW--	RAMIREZ CSD	066 DUVAL	-3.3	-3.0	•	-3.9	•	-1.9	•	-2.3	•	•	-2.9	5
Top Academic Districts															
1	---EX---	THREE WAY	072 ERATH	2.5	1.6	•	2.6	•	2.9	2.3	3.4	•	•	2.5	1044
2	---EX---	HIGHLAND PARK	057 DALLAS	2.7	2.0	1.8	2.4	•	2.9	2.3	•	2.8	2.7	2.5	1043
3	---EX---	MUENSTER	049 COOKE	2.8	1.9	1.4	2.5	•	•	2.5	3.5	.9	3.4	2.4	1042
4	---EX---	MEYERSVILLE	062 DEWITT	2.7	1.9	1.9	2.5	•	1.2	2.6	2.4	•	•	2.2	1041
5	-RE-	RED LICK	019 BOWIE	2.3	1.7	1.9	2.0	•	•	1.9	2.5	•	•	2.1	1040
6	---EX---	ERA	049 COOKE	2.4	1.4	1.7	2.4	•	1.1	2.0	3.4	•	•	2.0	1039
7	-RE-	LINDSAY	049 COOKE	2.3	2.0	1.5	2.1	•	•	1.8	1.6	2.4	2.5	2.0	1038
8	AC	PANTHER CREEK CONS	042 COLEMAN	2.0	1.7	1.9	1.6	•	2.5	1.6	2.5	•	•	2.0	1037
9	AC	EANES	227 TRAVIS	2.3	1.9	.8	2.3	1.4	1.9	2.0	2.7	2.5	1.9	2.0	1036
10	AC	SUNNYVALE	057 DALLAS	2.2	1.7	1.6	2.0	•	1.2	1.8	2.6	•	•	1.9	1035
11	AC	PAINT ROCK	048 CONCHO	2.1	1.3	.7	2.1	•	2.0	2.6	2.3	•	•	1.9	1034
12	-RE-	LOVEJOY	043 COLLIN	1.9	1.6	1.7	1.7	•	•	1.5	2.6	•	•	1.8	1033
13	AC	GROOM	033 CARSON	1.9	1.6	1.7	1.6	•	•	1.5	1.6	•	2.6	1.8	1032
14	AC	CANADIAN	106 HEMPHILL	2.2	1.4	1.4	2.2	•	1.9	1.9	2.4	1.9	7	1.8	1031
15	-RE-	EZZELL	143 LAVACA	1.9	1.2	1.9	1.7	•	•	1.3	2.4	•	•	1.8	1030
16	AC	DARROUZETT	148 LIPSCOMB	1.8	.6	•	2.2	•	•	1.2	2.9	•	•	1.7	1029
17	-RE-	LONDON	178 NUECES	2.0	1.4	1.2	1.8	•	1.9	2.1	1.7	•	•	1.7	1028
18	-RE-	LONE OAK	116 HUNT	1.8	1.4	1.1	1.7	•	2.3	1.3	3.3	2.2	.4	1.7	1026
19	-RE-	BELLEVUE	039 CLAY	1.9	1.6	1.9	1.9	•	•	1.6	2.5	1.5	8	1.7	1026
20	-RE-	ALLISON	242 WHEELER	1.8	1.5	1.0	1.4	•	•	1.3	3.2	•	•	1.7	1025
			Count	**20**	**20**	**18**	**20**	**1**	**11**	**20**	**19**	**7**	**8**		
			Average	2.2	1.6	1.5	2.0	1.4	2.0	1.9	2.6	2.0	1.9	2.0	
Bottom Academic Districts															
1	--AW--	MORGAN	018 BOSQUE	-3.0	-3.7	-4.5	-3.7	•	-2.7	-3.4	-2.1	•	•	-3.3	1
2	--AW--	LAKEVIEW	096 HALL	-2.9	-4.5	-3.7	-3.7	•	-1.7	•	-2.1	•	•	-3.1	2
3	AC	UNION	223 TERRY	-3.2	-2.1	-4.3	-3.1	•	-2.2	-4.0	-2.0	•	•	-3.0	3
4	AC	MCFADDIN	235 VICTORIA	-3.1	-6.0	•	-1.9	•	-1.7	•	-2.0	•	•	-2.9	4
5	--AW--	RAMIREZ CSD	066 DUVAL	-3.3	-3.0	•	-3.9	•	-1.9	•	-2.3	•	•	-2.9	5
6	AC	SAN ELIZARIO	071 EL PASO	-2.9	-3.9	-3.0	-2.8	•	-1.6	-1.9	-1.9	-3.0	-2.2	-2.6	6
7	AC	CALVERT	198 ROBERTSON	-2.8	-2.8	-3.7	-2.8	-.9	-2.4	-.9	-2.2	-3.5	-2.7	-2.5	7
8	AC	SANTA MARIA	031 CAMERON	-2.2	-2.2	-3.0	-2.3	•	-1.0	-4.3	-1.2	•	•	-2.3	8
9	AC	ROMA	214 STARR	-2.5	-3.4	-3.2	-2.4	•	-1.2	•	-1.6	-1.4	-2.6	-2.3	9
10	AC	ASHERTON	064 DIMMIT	-2.5	-2.4	-2.6	-2.7	•	-1.2	•	-1.9	•	-2.5	-2.2	10
11	AC	BALMORHEA	195 REEVES	-2.6	-3.2	-3.6	-2.3	•	-1.7	.0	-2.0	-2.7	-1.7	-2.2	11
12	AC	MULLIN	167 MILLS	-2.7	-1.7	-2.3	-2.6	•	-3.1	-3.5	-1.5	-1.7	-.5	-2.2	12
13	AC	RUNGE	128 KARNES	-2.4	-2.2	-2.7	-2.5	•	-1.5	-2.3	-1.6	-2.0	•	-2.1	13
14	AC	TORNILLO	071 EL PASO	-2.1	-3.2	-4.1	-1.7	•	-1.0	0	-.9	-3.7	•	-2.1	14
15	AC	LA PRYOR	254 ZAVALA	-2.3	-2.5	-2.0	-2.3	•	-1.1	-2.6	-1.6	-2.3	-1.9	-2.1	15
16	AC	DILLEY	082 FRIO	-2.4	-2.5	-2.4	-2.5	•	-1.6	-1.6	-2.0	•	-1.2	-2.0	16
17	AC	HITCHCOCK	084 GALVESTON	-2.4	-1.6	-1.9	-2.6	-1.0	-1.1	-2.6	-1.8	-2.0	-3.1	-2.0	17
18	AC	PROGRESO	108 HIDALGO	-2.0	-2.7	-2.6	-1.8	•	-.8	•	-1.1	•	-2.6	-2.0	18
19	AC	HIDALGO	108 HIDALGO	-1.7	-2.4	-2.2	-1.5	•	-.6	-2.4	-.8	•	-3.4	-1.9	19
20	AC	WILMER-HUTCHINS	057 DALLAS	-1.8	-2.1	-3.0	-1.9	-.1	.2	-2.2	-.7	-3.2	-3.3	-1.8	20
			Count	**20**	**20**	**18**	**20**	**3**	**20**	**14**	**20**	**10**	**12**		
			Average	-2.5	-2.9	-3.0	-2.5	-.7	-1.5	-2.3	-1.7	-2.6	-2.3	-2.4	

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Recognized (RE)

1	-RE-	DIVIDE	133 KERR	.	.	.	.	.	.	.	.	.	.	.	.	
2	-RE-	RED LICK	019 BOWIE	2.3	1.7	1.9	2.0	.	.	1.9	2.5	.	.	2.1	1040
3	-RE-	LINDSAY	049 COOKE	2.3	2.0	1.5	2.1	.	.	1.8	1.6	2.4	2.5	2.0	1038
4	-RE-	LOVEJOY	043 COLLIN	1.9	1.6	1.7	1.7	.	.	1.5	2.6	.	.	1.8	1033
5	-RE-	EZZELL	143 LAVACA	1.9	1.2	1.9	1.7	.	.	1.3	2.4	.	.	1.8	1030
6	-RE-	LONDON	178 NUECES	2.0	1.4	1.2	1.8	.	1.9	2.1	1.7	.	.	1.7	1028
7	-RE-	BELLEVUE	039 CLAY	1.9	1.6	1.9	1.9	.	.	1.6	2.5	1.5	.8	1.7	1026
8	-RE-	LONE OAK	116 HUNT	1.8	1.4	1.1	1.7	.	2.3	1.3	3.3	2.2	.4	1.7	1026
9	-RE-	ALLISON	242 WHEELER	1.8	1.5	1.0	1.4	.	.	1.3	3.2	.	.	1.7	1025
10	-RE-	WINK-LOVING	248 WINKLER	1.8	1.7	1.8	1.6	.	1.8	1.6	2.0	.	.6	1.6	1022
11	-RE-	SIDNEY	047 COMANCHE	1.5	1.0	1.9	1.3	.	1.8	1.1	2.9	.	.	1.6	1022
12	-RE-	MAYPEARL	070 ELLIS	1.9	1.0	1.6	2.0	.	2.0	1.6	2.6	.3	1.6	1.6	1021
13	-RE-	DOSS CONS	086 GILLESPIE	1.6	2.2	.	1.2	.	.	1.3	.	.	.	1.6	1018
14	-RE-	LAKE TRAVIS	227 TRAVIS	1.9	1.5	1.0	1.9	.	.9	1.6	1.6	1.1	1.9	1.5	1011
15	-RE-	MALTA	019 BOWIE	1.5	1.4	.8	1.7	.	.	1.0	2.6	.	.	1.5	1011
16	-RE-	LA GLORIA	125 JIM WELLS	1.3	.9	1.9	.9	.	1.7	2.2	1.4	.	.	1.5	1005
17	-RE-	PORT ARANSAS	178 NUECES	1.2	1.5	1.3	1.1	.	3.1	.6	2.2	2.2	-.2	1.4	1004
18	-RE-	ALBANY	209 SHACKELFORD	2.2	1.6	1.6	2.1	.	2.1	1.9	2.1	-.9	.0	1.4	1000
19	-RE-	WHITE DEER	033 CARSON	2.0	1.1	1.3	2.0	.	3.9	1.5	2.5	-1.1	-.3	1.4	1000
20	-RE-	CARROLL	220 TARRANT	1.8	1.7	1.1	1.7	3.2	1.4	1.4	-.5	1.0	1.1	1.4	998
21	-RE-	SIVELLS BEND	049 COOKE	1.5	1.4	1.9	1.2	.	.	1.0	.	.	.	1.4	998
22	-RE-	MARIETTA	034 CASS	1.4	.9	.	1.5	.	.	2.4	.7	.	.	1.4	996
23	-RE-	MIDWAY	161 MCLENNAN	1.6	1.4	1.2	1.5	.8	1.4	1.3	1.4	1.3	1.9	1.4	994
24	-RE-	SILVERTON	023 BRISCOE	1.9	1.6	1.6	1.9	.	1.1	2.2	1.4	-.1	.5	1.3	990
25	-RE-	JONESBORO	050 CORYELL	1.2	.8	1.4	1.1	.	.	.7	1.9	2.0	1.5	1.3	990
26	-RE-	DAWSON	058 DAWSON	1.7	.9	1.6	1.3	.	1.6	1.9	2.4	.	-.8	1.3	987
27	-RE-	THROCKMORTON	224 THROCKMORTON	1.5	1.2	.4	1.9	.	2.3	.9	1.9	.	.2	1.3	984
28	-RE-	COMSTOCK	233 VAL VERDE	1.2	.5	1.1	1.1	.	1.5	1.5	2.0	.	.	1.3	982
29	-RE-	VALLEY VIEW	049 COOKE	1.5	1.0	1.5	1.4	.	.4	1.2	1.4	1.6	.	1.2	980
30	-RE-	SUNDOWN	110 HOCKLEY	1.6	.8	1.1	2.0	.	1.7	1.9	1.8	-.5	.7	1.2	978
31	-RE-	FOLLETT	148 LIPSCOMB	1.5	1.3	1.3	1.5	.	.	1.3	.8	.	.4	1.2	967
32	-RE-	DEW	081 FREESTONE	1.5	1.0	.4	1.1	.	.	1.1	1.8	.	.	1.2	966
33	-RE-	ALLEN	043 COLLIN	1.4	1.2	.9	1.2	.9	1.3	1.0	.8	1.2	1.5	1.2	964
34	-RE-	NAZARETH	035 CASTRO	2.0	1.7	1.2	2.0	.	-1.9	1.8	1.1	.	1.3	1.1	961
35	-RE-	TEXHOMA	211 SHERMAN	1.3	1.1	.3	1.4	.	1.9	.7	1.3	.	.	1.1	958
36	-RE-	WELLINGTON	044 COLLINGSWORTH	1.3	1.1	1.4	1.4	1.3	1.4	1.4	1.0	.	-.2	1.1	956
37	-RE-	WINDTHORST	005 ARCHER	1.1	1.1	.9	1.2	.	.	.5	.8	.8	2.4	1.1	954
38	-RE-	DEVERS	146 LIBERTY	1.4	1.1	.9	1.1	-.6	2.9	1.6	.0	.	.	1.0	940
39	-RE-	RULE	104 HASKELL	.9	1.1	.9	1.1	.	.4	1.0	1.1	.	1.2	1.0	926
40	-RE-	CROSS ROADS	107 HENDERSON	1.2	1.2	1.4	1.0	.	.	.6	1.3	.	-.5	9	912
41	-RE-	LAKE DALLAS	061 DENTON	.9	.9	.8	.9	2.9	1.2	.3	.9	-.2	.4	9	907
42	-RE-	MURCHISON	107 HENDERSON	.9	.4	1.9	.5	.	.	.3	1.3	.	.	9	907
43	-RE-	BLUFF DALE	072 ERATH	.5	1.0	.9	.3	.	.	.0	2.4	.	.	9	900
44	-RE-	CHIRENO	174 NACOGDOCHES	1.1	1.0	-.1	1.4	1.7	.	.8	2.0	.	-1.9	.7	865
45	-RE-	CANTON	234 VAN ZANDT	1.2	1.1	1.3	1.1	.1	-.4	.8	1.3	-.1	.	.7	852
46	-RE-	NUECES CANYON CONS	069 EDWARDS	1.0	.8	1.3	1.2	.	.4	.9	1.2	.	-1.0	.7	852
47	-RE-	SAVOY	074 FANNIN	.3	.8	.9	.4	.	.	-.5	1.2	.	2.0	.7	852
48	-RE-	COMMUNITY	043 COLLIN	.7	.6	.8	.8	.8	.9	.2	1.1	-.9	.6	.6	804
49	-RE-	MCLEOD	034 CASS	.6	.6	1.4	.8	1.8	.	.0	.9	.	-1.7	.5	793
50	-RE-	TERLINGUA CSD	022 BREWSTER	.3	1.9	-.7	.4	.	.6	.0	1.4	.	.	.5	793
51	-RE-	COLLINSVILLE	091 GRAYSON	.9	.6	.1	.9	.	.1	.4	1.0	.	.2	.5	779
52	-RE-	SULPHUR BLUFF	112 HOPKINS	.4	-.1	1.2	.9	.	.9	-.2	1.3	.	-.3	.5	774
53	-RE-	CELESTE	116 HUNT	1.1	1.2	1.6	1.1	-2.4	.	.7	1.2	-.7	-.7	.3	690
54	-RE-	PAINT CREEK	104 HASKELL	.0	.9	.9	.2	.	-1.0	.1	-.9	.	.	.0	538
			Total	53	53	51	53	11	32	53	51	20	32		

Randomly Selected 1993-1994 Texas Snapshop '94 School District Profile

Districts reflected on pages 154-159; Snapshop' 94, 1993-94 School District Profile

	District	County Name	Accreditation	1 All Tests Z	1 All Tests RK	2 Reading Z	2 Reading RK	3 Writing Z	3 Writing RK	4 Math Z	4 Math RK	5 Af. Am. Z	5 Af. Am. RK	6 Hisp. Z	6 Hisp. RK	7 White Z	7 White RK	8 Ec. Dis. Z	8 Ec. Dis. RK	9 SAT Z	9 SAT RK	10 ACT Z	10 ACT RK	Summary: 10 outcome indicators M: Z	Summary: 10 outcome indicators RK	Percentile
1	ELYSIAN FIELDS	102 HARRISON	AC	-.58	275	-.21	367	-.38	322	-.64	250	-.28	251	1.37	809	-.96	157	-.59	310	•	•	-.53	229	-.31	338	32%
2	HALLSVILLE	102 HARRISON	AC	.42	687	.01	465	.03	496	.56	733	.28	399	-.96	134	-.05	464	-.31	437	.03	348	-.15	341	.01	507	48%
3	HARLETON	102 HARRISON	AC	.44	697	.70	783	1.17	927	.56	734	1.40	547	•	•	-.18	408	1.18	905	•	•	-.72	178	.57	804	77%
4	KARNACK	102 HARRISON	AC	-1.50	73	-1.35	105	-2.32	23	-1.70	50	-.05	315	•	•	-1.51	72	-.61	302	•	•	-2.49	16	-1.44	43	4%
5	MARSHALL	102 HARRISON	AC	-1.11	136	-1.01	145	-.81	189	-1.19	122	-.52	176	-1.23	70	-.51	276	-1.38	61	.09	377	.36	523	-.73	170	16%
6	WASKOM	102 HARRISON	AC	-.91	185	-.25	353	-.59	262	-.93	185	-.78	111	-.50	262	-1.07	141	-1.42	55	•	•	-.53	228	-.78	152	15%
7	CHANNING	103 HARTLEY	AC	.11	564	.36	623	-.68	224	-.01	504	•	•	1.76	839	-.72	220	-.25	465	•	•	-.66	193	-.01	507	48%
8	HARTLEY	103 HARTLEY	AC	1.08	897	.69	778	.52	700	1.11	911	•	•	•	•	.60	750	.95	863	•	•	.80	670	.82	890	85%
9	HASKELL CONS	104 HASKELL	AC	.90	844	.75	800	.11	530	1.09	898	.50	442	.13	537	1.27	937	.40	706	•	•	-.40	253	.53	783	75%
10	PAINT CREEK	104 HASKELL	•RE•	.04	519	.90	858	.89	851	.16	589	•	•	-1.02	120	.14	540	-.86	178	•	•	•	•	.04	538	51%
11	ROCHESTER	104 HASKELL	AC	-.71	235	-1.19	124	.74	787	-.54	292	•	•	.12	535	-1.27	111	-.08	540	•	•	•	•	-.42	282	27%
12	RULE	104 HASKELL	•RE•	.93	845	1.05	932	.89	852	1.14	905	•	•	.37	637	1.00	881	1.06	899	•	•	1.24	749	.96	926	89%
13	DRIPPING SPRINGS	105 HAYS	AC	1.15	913	1.47	1008	1.04	899	.90	845	•	•	.22	567	.76	812	1.52	957	.80	553	1.88	814	1.08	952	91%
14	HAYS CONS	105 HAYS	AC	.01	525	.05	486	.18	559	-.05	492	1.03	517	-.51	253	.33	643	-.59	311	-.03	333	-.28	294	.01	520	50%
15	SAN MARCOS CON	105 HAYS	AC	-.54	302	-.45	294	-.83	184	-.58	283	.05	344	-.46	280	.87	838	-.85	197	.45	470	.23	475	-.21	392	37%
16	WIMBERLEY	105 HAYS	AC	1.59	992	1.59	1019	1.19	931	1.46	977	•	•	.86	734	1.11	915	1.06	887	1.52	641	1.50	788	1.32	988	94%
17	CANADIAN	106 HEMPHILL	AC	2.17	1033	1.40	1000	1.36	967	2.21	1036	•	•	1.92	850	1.93	1010	2.43	1012	1.88	664	.67	638	1.77	1031	99%
18	ATHENS	107 HENDERSON	AC	-.56	288	-.77	197	-.51	281	-.59	280	-.74	119	-1.37	52	-.55	261	-1.55	35	1.14	607	.17	451	-.53	240	23%
19	BROWNSBORO	107 HENDERSON	AC	.46	706	.37	625	.50	695	.48	698	.10	351	.02	494	.08	529	.92	850	.40	458	-.40	254	.29	670	64%
20	CROSS ROADS	107 HENDERSON	•RE•	1.18	927	1.21	965	1.44	978	1.01	878	•	•	•	•	.63	751	1.32	925	•	•	.47	237	.90	912	87%
21	EUSTACE	107 HENDERSON	AC	.30	634	.53	709	.78	805	.25	609	1.80	563	-.50	263	-.38	321	.81	827	1.35	630	1.31	769	.63	821	78%
22	LA POYNOR	107 HENDERSON	AC	-1.46	81	-1.26	117	-.16	411	-1.44	81	-1.66	19	•	•	-2.12	32	-.83	203	•	•	.23	476	-1.09	92	9%
23	MALAKOFF	107 HENDERSON	AC	-.25	404	.02	470	.44	676	-.34	375	-.36	228	2.85	873	-.56	256	-.01	564	•	•	-.09	368	.19	616	59%
24	MURCHISON	107 HENDERSON	•RE•	.87	846	.41	645	1.94	1018	.48	706	•	•	•	•	.30	631	1.31	924	•	•	•	•	.89	907	87%
25	TRINIDAD	107 HENDERSON	AC	-1.13	131	-.96	151	-2.20	27	-1.13	133	-.73	121	•	•	-1.39	93	-1.26	88	•	•	•	•	-1.26	64	6%
26	DONNA	108 HIDALGO	AC	-2.17	22	-2.67	13	-2.67	16	-2.04	30	•	•	-.98	128	-.87	176	-1.31	74	-1.45	49	-1.92	32	-1.79	22	2%
27	EDCOUCH-ELSA	108 HIDALGO	AC	-.78	217	-.96	152	-1.24	106	-.57	287	•	•	.23	570	1.40	963	.00	568	.56	498	-2.05	28	-.38	300	29%
28	EDINBURG CONS	108 HIDALGO	AC	-.71	236	-.50	275	-.74	200	-.80	212	1.11	525	.20	564	.60	752	-.19	491	-.26	256	-1.61	56	-.29	345	33%
	Total Count in Texas data base			1044	1044	1044	1044	1033	1033	1044	1044	593	593	886	886	1030	1030	1034	1034	684	684	834	834			

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Categories
See Appendix E (Summary: EMR)
Dark Shade= 5 - 9 associations,
Medium Shade= 2 -5 associations
No Shade = 1 - 0 associations.

	Guttman's Partial Correlation													
	1	2	3	4	5	6	7	8	9	10				
	All Tests	Reading	Writing	Math	Af. American	Hispanic	White	Econ. Disad.	SAT	ACT	Average	MIN	MAX	Difference
11. %	9.18%	7.56%	6.42%	9.29%	1.14%	1.57%	7.60%	6.72%	.46%	.38%	5.03%	.38%	9.29%	8.91%
10. %	2.83%	3.25%	2.28%	2.10%	1.32%	.13%	3.38%	.01%	.62%	1.65%	1.76%	.01%	3.38%	3.37%
	2.77%	1.02%	1.76%	2.97%	.80%	.54%	3.00%	1.03%	.75%	.01%	1.46%	.01%	3.00%	2.99%
71. T	.99%	.84%	.60%	.56%	.03%	.95%	1.04%	1.72%	.35%	.03%	.71%	.03%	1.72%	1.68%
63. State Aid/Pupil	.50%	.90%	1.11%	.53%	.01%	.09%	.44%	.46%	2.06%	.93%	.70%	.01%	2.06%	2.05%
	1.03%	.03%	.76%	.94%	.31%	.59%	.82%	1.00%	.31%	.14%	.59%	.03%	1.03%	1.00%
11.	.13%	.93%	.76%	.13%	.24%	.49%	.00%	.65%	.88%	1.23%	.54%	.00%	1.23%	1.23%
14. % Gifted	1.55%	.50%	.07%	1.48%	.08%	.01%	1.50%	.08%	.02%	.15%	.54%	.01%	1.55%	1.54%
41. M Prof. Sup. Staff $	.58%	.41%	.46%	.44%	.19%	.71%	.82%	.89%	.08%	.02%	.46%	.02%	.89%	.87%
46. %Te. ≥1 Permit	.70%	.78%	1.07%	.43%	.90%	.01%	.44%	.02%	.00%	.07%	.44%	.00%	1.07%	1.06%
81. T. Inst. Exp/Pupil	.58%	.52%	.34%	.29%	.00%	.67%	.61%	.95%	.11%	.02%	.41%	.00%	.95%	.95%
48. M Yrs Exp.	.42%	.27%	.05%	.38%	.07%	.26%	.02%	.92%	.90%	.61%	.39%	.02%	.92%	.90%
59. % Career-Tech Ed.	.29%	1.06%	.18%	.14%	.16%	.59%	.21%	.36%	.34%	.23%	.36%	.14%	1.06%	.92%
13. % Career/Tech. Ed.	.54%	.49%	.60%	.22%	.23%	.01%	.65%	.18%	.04%	.55%	.35%	.01%	.65%	.65%
47. % ≥ 5 yrs exper.	.55%	.59%	.22%	.38%	.05%	.34%	.17%	.64%	.21%	.34%	.35%	.05%	.64%	.59%
84. % Compensatory Ed.	.28%	.22%	1.13%	.39%	.02%	.42%	.39%	.04%	.09%	.15%	.31%	.02%	1.13%	1.11%
	.11%	.00%	.37%	.07%	.17%	.06%	.48%	.03%	1.62%	.03%	.29%	.00%	1.62%	1.62%
18. % Dropout	.49%	.15%	.51%	.32%	.09%	.45%	.52%	.37%	.02%	.01%	.29%	.01%	.52%	.51%
85. % Bilingual Ed.	.24%	.06%	1.02%	.29%	.08%	.40%	.34%	.03%	.22%	.11%	.28%	.03%	1.02%	.99%
	.28%	.17%	1.14%	.09%	.15%	.00%	.07%	.01%	.84%	.02%	.28%	.00%	1.14%	1.14%
3. # HSs	.09%	.28%	.03%	.16%	.05%	.97%	.02%	.51%	.62%	.02%	.27%	.02%	.97%	.95%
86. % Career & Tech. Ed.	.18%	.30%	1.04%	.21%	.01%	.35%	.32%	.01%	.02%	.26%	.27%	.01%	1.04%	1.03%
56. % Spec. Ed.	.31%	.71%	.07%	.17%	.00%	.45%	.18%	.50%	.27%	.03%	.27%	.00%	.71%	.71%
82. % Regular Education	.23%	.16%	1.03%	.30%	.02%	.33%	.36%	.02%	.11%	.10%	.26%	.02%	1.03%	1.01%
	.44%	.22%	.01%	.43%	.15%	.02%	.88%	.07%	.11%	.29%	.26%	.01%	.88%	.87%
12. % Bilingual	.24%	.70%	.16%	.38%	.02%	.00%	.83%	.07%	.00%	.14%	.25%	.00%	.83%	.82%
83. % Special Ed.	.21%	.09%	.91%	.30%	.03%	.28%	.47%	.01%	.14%	.03%	.25%	.01%	.91%	.90%
60. % other Ed. (G & T)	.18%	.55%	.08%	.07%	.00%	.76%	.06%	.24%	.41%	.03%	.24%	.00%	.76%	.76%
55. % Reg. Education	.18%	.60%	.03%	.09%	.01%	.54%	.08%	.36%	.41%	.00%	.23%	.00%	.60%	.59%
57. % Compen. Ed.	.16%	.64%	.03%	.08%	.00%	.41%	.11%	.30%	.37%	.01%	.21%	.00%	.64%	.64%
	.21%	.17%	1.01%	.04%	.17%	.01%	.06%	.01%	.24%	.03%	.20%	.01%	1.01%	1.00%
37. % Educ. Aids	1.47%	.08%	.08%	.02%	.04%	.00%	.19%	.01%	.02%	.01%	.19%	.00%	1.47%	1.47%
64. Total Revenue	.30%	.17%	.23%	.32%	.01%	.00%	.31%	.04%	.49%	.00%	.19%	.00%	.49%	.48%
5. 5 yr % change	.03%	.16%	.07%	.06%	1.38%	.03%	.04%	.05%	.04%	.01%	.19%	.01%	1.38%	1.37%
49. % Adv. Degrees	.01%	.16%	.14%	.01%	.00%	1.00%	.05%	.00%	.13%	.31%	.18%	.00%	1.00%	1.00%
97. % Gifted & Talented	.14%	.04%	.69%	.22%	.09%	.18%	.18%	.02%	.18%	.00%	.17%	.00%	.69%	.69%
70. % Fund Balance	.19%	.28%	.01%	.11%	.00%	.00%	.59%	.04%	.27%	.22%	.17%	.00%	.59%	.59%
39. M Cent. Ad. $	.03%	.12%	.11%	.02%	.07%	.05%	.00%	.20%	1.07%	.01%	.17%	.00%	1.07%	1.07%
68. % Federal	.19%	.01%	.38%	.10%	.04%	.05%	.42%	.01%	.42%	.01%	.16%	.01%	.42%	.41%
66. % State	.20%	.03%	.50%	.09%	.01%	.04%	.30%	.02%	.34%	.03%	.16%	.01%	.50%	.48%
58. % Bilingual Ed.	.07%	.43%	.02%	.02%	.01%	.47%	.00%	.27%	.24%	.00%	.15%	.00%	.47%	.47%
61. % Af. Am.	.12%	.37%	.35%	.07%	.29%	.04%	.10%	.02%	.12%	.00%	.15%	.00%	.37%	.37%
	.17%	.17%	.02%	.32%	.08%	.15%	.00%	.47%	.03%	.01%	.14%	.00%	.47%	.47%
52. % Hispanic	.14%	.36%	.29%	.07%	.31%	.03%	.10%	.05%	.04%	.01%	.14%	.01%	.36%	.35%
38. % Auxiliary Staff	1.11%	.04%	.04%	.00%	.02%	.01%	.12%	.01%	.00%	.00%	.13%	.00%	1.11%	1.11%
67. % Local & Other	.17%	.02%	.44%	.07%	.01%	.03%	.28%	.01%	.27%	.02%	.13%	.01%	.44%	.43%
32.Total Teacher FTE	.18%	.08%	.17%	.16%	.15%	.00%	.17%	.03%	.20%	.10%	.12%	.00%	.20%	.20%
53. % White	.11%	.39%	.24%	.05%	.29%	.04%	.04%	.05%	.00%	.02%	.12%	.00%	.39%	.39%
61. Tax/pupil	.01%	.10%	.02%	.00%	.05%	.55%	.09%	.19%	.12%	.07%	.12%	.00%	.55%	.55%
54. % Other	.11%	.41%	.34%	.05%	.11%	.03%	.09%	.05%	.00%	.00%	.12%	.00%	.41%	.41%
73. % Central Admin.	.02%	.01%	.12%	.01%	.02%	.16%	.05%	.09%	.19%	.45%	.11%	.01%	.45%	.45%
62. Equalized Tax R.	.05%	.27%	.18%	.02%	.15%	.00%	.00%	.37%	.01%	.06%	.11%	.00%	.37%	.37%
33. % Central Admin.	.01%	.01%	.01%	.13%	.43%	.15%	.11%	.08%	.04%	.11%	.11%	.01%	.43%	.42%
40. M Campus Admin. $	.07%	.11%	.03%	.09%	.15%	.35%	.00%	.02%	.10%	.01%	.10%	.00%	.35%	.35%
72. % Instruction	.02%	.03%	.01%	.01%	.01%	.01%	.03%	.01%	.47%	.32%	.09%	.01%	.47%	.47%
35. % Prof. Staff	.14%	.02%	.05%	.15%	.12%	.13%	.04%	.04%	.11%	.07%	.09%	.02%	.15%	.14%
76. % Other	.08%	.27%	.00%	.04%	.01%	.08%	.07%	.02%	.05%	.24%	.08%	.00%	.27%	.27%
77. % Non-Operating	.03%	.05%	.01%	.02%	.01%	.05%	.02%	.00%	.25%	.35%	.08%	.00%	.35%	.35%
74. % Campus Administrative	.01%	.01%	.00%	.00%	.00%	.29%	.02%	.03%	.00%	.35%	.07%	.00%	.35%	.35%
78. T. Operating Exp.	.04%	.07%	.03%	.02%	.00%	.01%	.01%	.02%	.52%	.01%	.07%	.00%	.52%	.52%
4. No. Students	.00%	.01%	.07%	.00%	.12%	.00%	.04%	.00%	.32%	.15%	.07%	.00%	.32%	.32%
9. % Other	.02%	.05%	.00%	.01%	.01%	.22%	.00%	.04%	.03%	.27%	.07%	.00%	.27%	.27%
34. % Camp. Admin.	.00%	.03%	.15%	.06%	.23%	.01%	.00%	.02%	.13%	.01%	.06%	.00%	.23%	.23%
75. % Plant Services	.02%	.00%	.10%	.01%	.00%	.05%	.08%	.01%	.06%	.27%	.06%	.00%	.27%	.27%
36. % Teachers	.17%	.00%	.09%	.01%	.11%	.00%	.06%	.06%	.05%	.04%	.06%	.00%	.17%	.16%
31.Total FTE	.03%	.19%	.01%	.01%	.03%	.06%	.00%	.12%	.11%	.01%	.06%	.00%	.19%	.19%
69. Fund Balance	.04%	.00%	.00%	.04%	.12%	.00%	.06%	.01%	.23%	.03%	.05%	.00%	.23%	.23%
2.Total Sch's	.03%	.02%	.01%	.01%	.05%	.11%	.19%	.00%	.08%	.00%	.05%	.00%	.19%	.19%
80. Total Instruction Exp.	.02%	.00%	.02%	.02%	.16%	.00%	.02%	.00%	.17%	.05%	.05%	.00%	.17%	.17%
6. % African Am.	.00%	.01%	.00%	.00%	.00%	.10%	.00%	.04%	.01%	.28%	.04%	.00%	.28%	.28%
71. Total Expenditures	.03%	.00%	.02%	.06%	.11%	.00%	.15%	.00%	.02%	.01%	.04%	.00%	.15%	.15%
8. %	.03%	.01%	.00%	.01%	.00%	.12%	.00%	.00%	.01%	.22%	.04%	.00%	.22%	.22%
7. % Hispanic	.01%	.00%	.00%	.00%	.00%	.09%	.01%	.00%	.00%	.22%	.03%	.00%	.22%	.22%
	32.1%	28.7%	30.3%	26.2%	11.3%	17.1%	29.9%	20.7%	19.6%	12.0%				

Categories
See Appendix E (Summary: EMR)
Dark Shade= 5 - 9 associations,
Medium Shade= 2 -5 associations
No Shade = 1 - 0 associations.

Guttman's Partial Correlation

	1	2	3	4	5	6	7	8	9	10				
	All Tests	Reading	Writing	Math	Af. American	Hispanic	White	Econ. Disad.	SAT	ACT	Average	Min	MAX	Difference
15.	9.18%	7.56%	6.42%	9.29%	1.14%	1.57%	7.60%	6.72%	46%	38%	5.03%	38%	9.29%	8.91%
19.	2.83%	3.25%	2.28%	2.10%	1.32%	13%	3.38%	01%	62%	1.65%	1.76%	01%	3.38%	3.37%
40.	2.77%	1.02%	1.76%	2.97%	80%	54%	3.00%	1.03%	75%	01%	1.46%	01%	3.00%	2.99%
78.	.99%	84%	60%	56%	03%	95%	1.04%	1.72%	35%	03%	.71%	03%	1.72%	1.68%
63.	50%	90%	1.11%	53%	01%	09%	44%	46%	2.06%	93%	.70%	01%	2.06%	2.05%
44.	1.03%	03%	76%	94%	31%	59%	82%	1.00%	31%	14%	.59%	03%	1.03%	1.00%
47.	.13%	93%	76%	13%	24%	49%	00%	65%	88%	1.23%	.54%	00%	1.23%	1.23%
14. % Gifted	1.55%	50%	07%	1.48%	08%	01%	1.50%	08%	02%	15%	.54%	01%	1.55%	1.54%
41. # Prof. Sup. Staff $	.58%	41%	46%	44%	19%	71%	82%	89%	08%	02%	.46%	02%	89%	87%
48. %Te. ≥1 Permit	.70%	78%	1.07%	43%	90%	01%	44%	02%	00%	07%	.44%	00%	1.07%	1.06%
81. T. Inst. Exp/Pup"	.58%	52%	34%	29%	00%	67%	61%	95%	11%	02%	.41%	00%	95%	95%
48. # Yrs Exp.	.42%	27%	05%	38%	07%	26%	02%	92%	90%	61%	.39%	02%	92%	90%
59. % Career-Tech Ed.	.29%	1.06%	18%	14%	16%	59%	21%	36%	34%	23%	.36%	14%	1.06%	92%
13. % Career/Tech. Ed.	.54%	49%	60%	22%	23%	01%	65%	18%	04%	55%	.35%	01%	65%	65%
47. % ≥ 5 yrs exper.	.55%	59%	22%	38%	05%	34%	17%	64%	21%	34%	.35%	05%	64%	59%
84. % Compensatory Ed.	.26%	22%	1.13%	39%	02%	42%	39%	04%	09%	15%	.31%	02%	1.13%	1.11%
45.	.11%	00%	37%	07%	17%	06%	48%	03%	1.62%	03%	.29%	00%	1.62%	1.62%
18. % Dropout	.49%	15%	51%	32%	09%	45%	52%	37%	02%	01%	.29%	01%	52%	51%
85. % Bilingual Ed.	.24%	06%	1.02%	29%	08%	40%	34%	03%	22%	11%	.28%	03%	1.02%	99%
83.	.28%	17%	1.14%	09%	15%	00%	07%	01%	84%	02%	.28%	00%	1.14%	1.14%
3. # HSs	.09%	28%	03%	16%	05%	97%	02%	51%	62%	02%	.27%	02%	97%	95%
86. % Career & Tech. Ed.	.18%	30%	1.04%	21%	01%	35%	32%	01%	02%	26%	.27%	01%	1.04%	1.03%
58. % Spec. Ed.	.31%	71%	07%	17%	00%	45%	18%	50%	27%	03%	.27%	00%	71%	71%
82. % Regular Education	.23%	16%	1.03%	30%	02%	33%	36%	02%	11%	10%	.26%	02%	1.03%	1.01%
12.	.44%	22%	01%	43%	15%	02%	88%	07%	11%	29%	.26%	01%	88%	87%
12. % Bilingual	.24%	70%	16%	38%	02%	00%	83%	07%	00%	14%	.25%	00%	83%	82%
83. % Special Ed.	.21%	09%	91%	30%	03%	28%	47%	01%	14%	03%	.25%	01%	91%	90%
60. % other Ed. (G & T)	.18%	55%	08%	07%	00%	76%	06%	24%	41%	03%	.24%	00%	76%	76%
55. % Reg. Education	.18%	60%	03%	09%	01%	54%	08%	36%	41%	00%	.23%	00%	60%	59%
57. % Compen. Ed.	.16%	64%	03%	08%	00%	41%	11%	30%	37%	01%	.21%	00%	64%	64%
46.	.21%	17%	1.01%	04%	17%	01%	06%	01%	24%	03%	.20%	01%	1.01%	1.00%
97. % Educ. Aids	1.47%	08%	08%	02%	04%	00%	19%	01%	02%	01%	.19%	00%	1.47%	1.47%
64. Total Revenue	.30%	17%	23%	32%	01%	00%	31%	04%	49%	00%	.19%	00%	49%	48%
5. 5 yr % change	.03%	16%	07%	06%	1.38%	03%	04%	05%	04%	01%	.19%	01%	1.38%	1.37%
49. % Adv. Degrees	.01%	16%	14%	01%	00%	1.00%	05%	00%	13%	31%	.18%	00%	1.00%	1.00%
97. % Gifted & Talented	.14%	04%	69%	22%	09%	18%	18%	02%	18%	00%	.17%	00%	69%	69%
70. % Fund Balance	.19%	28%	01%	11%	00%	00%	59%	04%	27%	22%	.17%	00%	59%	59%
39. M Cent. Ad. $	.03%	12%	11%	02%	07%	05%	00%	20%	1.07%	01%	.17%	00%	1.07%	1.07%
68. % Federal	.19%	01%	38%	10%	04%	05%	42%	01%	42%	01%	.16%	01%	42%	41%
66. % State	.20%	03%	50%	09%	01%	04%	30%	02%	34%	03%	.16%	01%	50%	48%
58. % Bilingual Ed.	.07%	43%	02%	02%	01%	47%	00%	27%	24%	00%	.15%	00%	47%	47%
51. % Af. Am.	.12%	37%	35%	07%	29%	04%	10%	02%	12%	00%	.15%	00%	37%	37%
42.	.17%	17%	02%	32%	08%	15%	00%	47%	03%	01%	.14%	00%	47%	47%
52. % Hispanic	.14%	36%	29%	07%	31%	03%	10%	05%	04%	01%	.14%	01%	36%	35%
38. % Auxiliary Staff	1.11%	04%	04%	00%	02%	01%	12%	01%	00%	00%	.13%	00%	1.11%	1.11%
67. % Local & Other	.17%	02%	44%	07%	01%	03%	28%	01%	27%	02%	.13%	01%	44%	43%
32.Total Teacher FTE	.18%	08%	17%	16%	15%	00%	17%	03%	20%	10%	.12%	00%	20%	20%
53. % White	.11%	39%	24%	05%	29%	04%	04%	05%	00%	02%	.12%	00%	39%	39%
61. Tax/pupil	.01%	10%	02%	00%	05%	55%	09%	19%	12%	07%	.12%	00%	55%	55%
54. % Other	.11%	41%	34%	05%	11%	03%	09%	05%	07%	00%	.12%	00%	41%	41%
73. % Central Admin.	.02%	01%	12%	01%	02%	16%	05%	09%	19%	45%	.11%	01%	45%	45%
62. Equalized Tax R.	.05%	27%	18%	02%	15%	00%	00%	37%	01%	06%	.11%	00%	37%	37%
33. % Central Admin.	.01%	01%	01%	13%	43%	15%	11%	08%	04%	11%	.11%	01%	43%	42%
40. M Campus Admin. $	.07%	11%	03%	09%	15%	35%	00%	02%	10%	01%	.10%	00%	35%	35%
72. % Instruction	.02%	03%	01%	01%	01%	01%	03%	01%	47%	32%	.09%	01%	47%	47%
35. % Prof. Staff	.14%	02%	05%	15%	12%	13%	04%	04%	11%	07%	.09%	02%	15%	14%
76. % Other	.08%	27%	00%	04%	01%	08%	07%	02%	05%	24%	.08%	00%	27%	27%
77. % Non-Operating	.03%	05%	01%	02%	01%	05%	02%	00%	25%	35%	.08%	00%	35%	35%
74. % Campus Administrative	.01%	01%	00%	00%	00%	29%	02%	03%	00%	35%	.07%	00%	35%	35%
78. T. Operating Exp.	.04%	07%	03%	02%	00%	01%	01%	02%	52%	01%	.07%	00%	52%	52%
4. No. Students	.00%	01%	07%	00%	12%	00%	04%	00%	32%	15%	.07%	00%	32%	32%
9. % Other	.02%	05%	00%	01%	01%	22%	00%	04%	03%	27%	.07%	00%	27%	27%
34. % Camp. Admin.	.00%	03%	15%	06%	23%	01%	00%	02%	13%	01%	.06%	00%	23%	23%
75. % Plant Services	.02%	00%	10%	01%	00%	05%	08%	01%	06%	27%	.06%	00%	27%	27%
36. % Teachers	.17%	00%	09%	01%	11%	00%	06%	08%	05%	04%	.06%	00%	17%	16%
31.Total FTE	.03%	19%	01%	01%	03%	06%	00%	12%	11%	01%	.06%	00%	19%	19%
69. Fund Balance	.04%	00%	00%	04%	12%	00%	06%	01%	23%	03%	.05%	00%	23%	23%
2.Total Sch's	.03%	02%	01%	01%	05%	11%	19%	00%	08%	00%	.05%	00%	19%	19%
80. Total Instruction Exp.	.02%	00%	02%	02%	16%	00%	02%	00%	17%	05%	.05%	00%	17%	17%
6. % African Am.	.00%	01%	00%	00%	00%	10%	00%	04%	01%	28%	.04%	00%	28%	28%
71. Total Expenditures	.03%	00%	02%	06%	11%	00%	15%	00%	02%	01%	.04%	00%	15%	15%
8.	.03%	01%	00%	01%	00%	12%	00%	00%	01%	22%	.04%	00%	22%	22%
7. % Hispanic	.01%	00%	00%	00%	00%	09%	01%	00%	00%	22%	.03%	00%	22%	22%
	32.1%	28.7%	30.3%	26.2%	11.3%	17.1%	29.9%	20.7%	19.6%	12.0%				

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